Childhood Education

Building Strength for Living

Working With Community Agencies

March 1952

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For Those Concerned with Children

To Stimulate Thinking Rather Than Advocate Fixed Practice

Next Month—

The theme for April is "Using What Specialists Are Learning." The editorial by Laura Zirbes asks for a pooling of what we know.

Articles include: A report by Ethel Alpenfels on contributions from anthropology to those working with children everyday; the teacher's part in making use of child guidance clinics; specialists working together on a problem in teacher education; a report on the Quincy, Massachusetts Public Schools which is building a program on the inter-disciplinary approach stressed by the White House Conference.

A section on ways teachers may extend their horizons through travel, summer school, and hobbies will be of interest to many people planning their summer.

News and reviews bring information on happenings and materials.

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Childhood Education

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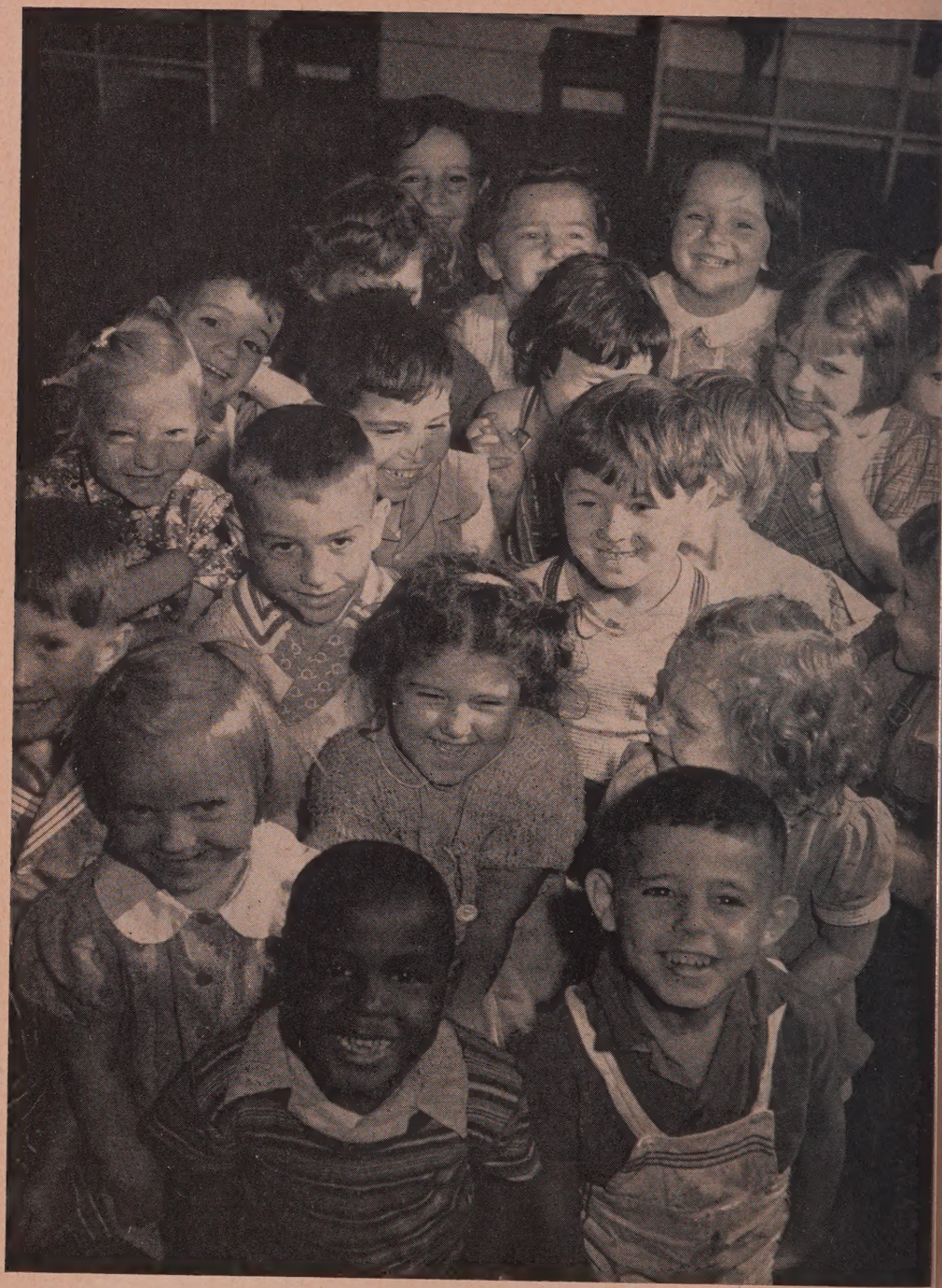


It will be the finest hour for children when . . .

Courtesy, Library of Congres

Finest Hours for Children

"IT WAS THE CHILDREN'S FINEST HOUR"—SO RAN THE LEAD IN A 1949 magazine story announcing the end of candy rationing in the sweetshops of Britain. It *was* a fine hour! For seven years the luxury of candy for all had not been possible although the British people had united in denying themselves so that children might have the food necessary for normal growth.

"The Children's Museum is our greatest enthusiasm"—a recent letter tells us. Parents, teachers, children, and other citizens had developed by their cooperative efforts a children's museum that now offers new and exciting experiences to children and their families. This museum was not started with a gift from an individual or a grant from a foundation but by teachers sensitive to children's needs, alert to unused community resources, and with faith in what can be accomplished *when groups work together for and with children.*

"Our fan mail is thrilling"—exclaims a group of parents telling of the story hour they sponsor for children every week over the local radio station. The project began when a group of young mothers decided that something must be done to improve the quality of the local radio programs for children. Merchants, doctors, craftsmen, teachers, librarians, and others now find themselves *sharing* time and talent in developing programs that are enjoyed by the boys and girls of the town as well as by those who live in the far-away hills.

"Our new guidance clinic means so much to children and to their families" —remarks a visiting teacher. For the first time in the community, help is available to any child needing it. Physical difficulties, behavior problems, emotional disturbances are now handled with understanding. No longer need such matters stand in the way of well-adjusted living for children and their families. Three agencies, planning together, took the initial steps. But the clinic is a reality only because many groups recognized the need and *worked cooperatively* for its establishment.

"At the honk of the horn the children appear"—the librarian is describing the bookmobile's visit to a mountain cove. "Each Wednesday afternoon they come down the stony trails or up through the rhododendron thicket or along the path by the creek. They come to select for themselves and their families books for the week's reading." Only the *cooperation and sustained endeavors* of many groups in that county, over a long period of time, brought bookmobiles with their treasures in reach of all the children.

"Our school is an exciting place and it's really changing living conditions in this community" —comments the school board member. "How did it happen? It *took all of us* working together to make it happen." Today the children in this community never stay out of school to help with the washing. They and their parents use the

washing machines in the school's community laundry. In the shops the boys repair radios as well as the mule's harness and the farm machinery. School cold frames supply plants for home gardens. The school hatchery supplies spring chicks. These changes have come about gradually as teachers, parents, and children have together examined problems and sought solutions.

"The troublesome boys in this neighborhood seem to have disappeared" —remarks the policeman on the corner. "The same boys still live here and are in school," replies the teacher, "but they have so many exciting things to do now that there is no interest in annoying street vendors, breaking windows, teasing and frightening smaller children." The Boys Club, started two years ago in an abandoned mill, is providing a center where boys in after-school hours are busy with crafts, games, hobbies, books, movies, music, or just talk. A group of teachers in the neighborhood school saw the need—discovered the old mill. Committees from service clubs and churches are *developing cooperatively* the continually widening program.

In all of these "finest hours for children" are found evidences of the cooperative work of many groups and agencies. Rarely are such goals reached through the solo efforts of one individual. Much more likely to succeed are the cooperative and determined efforts of many individuals and groups involved in a common cause. Well-directed cooperative action is the most effective way to secure good living for the community's children.

Cooperative action is most likely to succeed when there is common acceptance of a compelling purpose and general agreement on ways of working. All groups concerned need the opportunity to participate in the *early* planning. Ample time must be allowed for the development of understanding and trust among the groups. Frequent review of objectives and continuous evaluation of progress are imperative. Cooperative action is not to be undertaken lightly. Unforseen problems may arise. Unexpected tasks will develop. Changes in plans may become necessary. Results achieved usually far outweigh the difficulties.

Much depends upon individuals that represent the organizations or agencies in joint projects. These representatives are most helpful when they bring to the cooperative venture: strong belief in the purpose, sensitivity to tensions, tact in relationships, readiness to accept or relinquish leadership, patience to endure long and sometimes dreary sessions, willingness to learn from failures, hopefulness that will withstand discouragement, and ever-ready good humor.

As more people understand children, more groups will unite their efforts to meet the specific needs of children. Meeting children's needs will become the compelling purpose. Then, and only then, will local papers, the great city daily and the county weekly, use the line: "It was the children's finest hour."—MARY E. LEEPER, *executive secretary*, ACEI.

By MELVIN A. GLASSER

Groups Working Together— *A Rich Resource*

Is there something that needs to be done for children in your community? Melvin A. Glasser, associate chief for State and Community Relations, Children's Bureau, was executive director of the 1950 Midcentury White House Conference on Children and Youth. From his experience he points out reasons for working together and ways that common obstacles may be hurdled.

RESPONSIBLE CITIZEN PARTICIPATION IN community groups working together for and with children and young people is one of the richest, but still only partially used, resources in our country today. Striking evidence of the scope, the accomplishments, and the problems of groups in working together was the cooperative activities of 464 major national voluntary agencies and those of some 30 departments and independent agencies of the federal government in the work of the Midcentury White House Conference.

There needs to be far more extensive cooperation among individuals and organizations within communities. Modern society has made a complex activity of community living. Today we face the paradox of distances in space greatly reduced by advances in physical sciences while distances between individuals in their inter-personal relations are increased by the environment. Part of the problem involved in community planning is to encourage cooperation between individuals and groups in the interest of serving people rather than serving agencies. Another part of the problem is finding ways in which people can work toward mutual objectives so that group rivalries, tensions, competing projects, and gaps in service may be dealt with constructively.

Why Work Together?

There is sometimes a tendency among specialists to stress the importance of their own social institution. Whether they be teachers, doctors, nurses, or social workers, they emphasize the school, the health department, or the social agency to the exclusion, or at least the minimizing, of other influences on the child's life.

When teachers have seen the child as a human being, a social being, the product of an interchange between himself and his environment, they realize that the child lives in a whole environment and responds to everything in it. Schooling may play a major role in helping a child to live fully and richly and so shape him into a mature and adequate adult—but that is only part of the story. His experiences in the home, church, the playground, the social agency are of vital importance in enabling him to grow as a happy human being—capable of achieving his maximum potential.

Since the totality of the experience is of primary importance, the interdependence of sound family and spiritual life, decent income, adequate housing, good schooling, and satisfactory health, welfare, and recreation facilities take on added significance. Deficiencies in any

one of these influences in the life of the child may affect all of the others.

Community planning which keeps at the center of its concern the whole child, with his needs, hopes, and frustrations, provides a solid framework on which to build toward a healthy environment.

Role of the Individual in Groups

In one community better mental health facilities are being made available to its citizens because of a vigorous local program. The leadership is being assumed by a housewife, a stone mason, a sheriff, a newspaper man, a doctor's wife, a politician, and a psychiatrist. This cross section of community people leads one to wonder how and why they became so interested in mental health that they would give of themselves and their time unstintingly to work for community programs.

It is not actually groups which work together but people is a principle which needs to be underlined. A prime requisite to effective community cooperation is understanding people, their needs and motivations. Community planning is a living concept beginning with the people who do it and ending with the people for whom it is intended.

In preparation for the meetings of the Midcentury White House Conference on Children and Youth each of the states and territories of the United States was asked to study and report on the needs and problems of its own children. County committees within the states were set up to study local situations.

Bridging Problems. One county committee quickly realized that its most pressing problem was that children were not attending school during the entire school year. In the fall, 90 to 100 children attended school. By spring three-fourths of that number were no longer going. In large measure this was because a small bridge connecting one part of the community with the other had washed away some years ago in a storm. In the fall and winter when the bed of the stream was dry the children could cross to get to school. In the spring when the stream flowed vigorously it was not possible to get across. For a variety of reasons the bridge had not been repaired.

As the cross section of community leaders faced the necessity for reporting to the State that children's schooling was inadequate, it also faced the need to do something about the situation. Shortly thereafter the members of the committee met on a week-end, brought their own equipment, and through their own labors repaired the bridge so that the children would have year-around access to the school. The spring attendance showed a sharp upturn.

Implications for All. The people of this county, through the medium of coming together, had identified their most pressing problem. But they had known of the problem for some time and had done little about it. It was only as they worked as a White House Conference Committee that they saw what they might achieve through cooperation.

They demonstrated, too, the importance of meeting personal needs in community programs. The satisfactions of finding a useful task, in working with others, and of seeing that their own children might profit from this cooperation were important elements in its success.

Leadership on the part of a few people who themselves saw the need and had the confidence of their fellow citizens helped sell the value of the project and contributed to each person's feeling that he was a part of an important community undertaking.

The individual participant therefore found personal satisfaction, a sense of achievement, and a feeling of being part

of a larger, more important whole through his work in getting the bridge fixed.

These important considerations are requisite to every community endeavor which seeks to bring groups together for a constructive community effort. Any community consists of many persons who have direct and indirect influence upon one another. This influence, whether it be through face to face relationships or through planned organizational relationships, makes for progress or lack of it in community cooperation.

It is interesting to speculate as to whether the bridge would have been repaired if the State White House Conference Committee had suggested it; more likely it would not. Community action rarely comes from blue-prints developed apart from the local groups for whom they are intended.

Although progress is dependent upon these factors it is not always dependent upon harmony, desirable as this may be. Frequently, from conflict and struggle, we see community as well as individual growth.

Many Americans are deeply concerned over recent attacks on the public schools in various communities in this country. While one may question the motives, methods, and substance of much of this criticism, it may well prove to be the source of great strength to our public schools. It can be strength if it encourages an increased recognition by educators that they must constantly work with, and interpret their activities, and be responsive to the parents and other citizens of their communities. It also highlights for everyone the prime importance of public schools. It points out the individual's responsibility to know his own schools and the people who run them, to understand what these people are doing, and to take a more active role in supporting them.

Role of the Organization in Community Cooperation

Considering the make-up, the standards, the culture, and the resources of the community is basic to getting groups in the community to work together. There is a story of the vacuum cleaner salesman who was utterly dejected over the rebuffs he received all day in a rural southern county. Finally someone informed him that there was no electricity in that part of the county.

One is constantly surprised at the rich resources of organization that exist in every part of this country. Resources which, with imagination, could be tapped in developing more effective citizen participation and community cooperation. The network of services for children and young people is more highly developed and channels for cooperation are more apparent in urban areas. But lack of community planning councils and service agencies with professional staff need not be a deterrent. Good community cooperation can be achieved by working toward mutually identified and accepted objectives. Church groups, citizen organizations, service clubs, veteran's groups, farm and labor organizations, chambers of commerce, as well as the PTA's have demonstrated again and again their interest in helping to strengthen services and resources for children and young people and to develop new ones when needed.

No community is providing all the services and resources, either qualitatively or quantitatively, required for the healthy development of children and young people! Groups will cooperate in community projects if they feel their major interest will not be neglected or ignored, but fitted into a priority system in which all the major needs of children get community examination and attention.

All people interested in getting community cooperation and participation in working toward a common objective—whether it be raising the salaries of teachers, organizing a child guidance clinic, or getting traffic lights installed at street crossings near schools—might well ask themselves these key questions:

- Does the activity spring from the needs and interests of the community? Is it understood? Is there readiness or potential readiness to do something about the need?
- Does the effort to meet the need involve a substantial number of people in the community? If not, why not?
- Are representatives of all groups in the community—business and labor, on different income levels, minority groups—participating fully?
- Is there a genuine sharing of lay and professional interest and leadership?
- Does the program provide for useful and constructive activities in which persons of different levels of skills and interests can be involved?
- Is there an opportunity for responsible youth participation? The Mid-century White House Conference on Children and Youth crystallized much of the thinking and action of recent years which has pointed to the vigor, imagination, and help which young people can contribute to community activities from which they generally benefit. Meaningful youth participation can well be one of the main springs of new vigor in community cooperation.
- Is this community effort part of the total community health, welfare, education, and citizen program? If not, how can it be related to ongoing activities so that it may strengthen and extend rather than compete with them?
- Can the program be related to state and national programs? Frequently local community efforts fail to enrich their own potential for succes by not calling upon the resources of skill, information, and even funds of national groups, public and private, functioning in the same area of interest.
- Does it have a carefully developed plan for financial support?
- Does the activity provide for a full and adequate education and information program; if so, does the information and education lead to potential, constructive community action?

As our country has increased in size and our social institutions in the complexity of their organization, we have moved relatively far from the New England town meeting of the eighteenth century and even from the neighborhood center of the early twentieth century. Development of local citizen responsibility and recognition on the part of professional workers and lay leaders of the role such responsibility must play in achieving community objectives for children and young people are essential to the success of any community program. They are also the core ingredients in building and strengthening democracy. Abraham Lincoln put it simply when he said, "With public sentiment nothing can fail; without it nothing can succeed."

All things we desire for the world
And strive so hard to reach
Lie freshly, like blossoms, furled
In the heart of the child we teach.

MYRTLE G. BURGER in *Let Us Sing*

What Agencies Are Available?

Essential to working with community agencies is knowing what agencies are available and what services they render. A questionnaire was sent to sixty-four groups asking for information on their services and publications of the last year for work with children under twelve. Thirty-nine replies are summarized on the following pages.

A study of the services brings the realization that we do not have to tackle problems alone—there are many groups ready and willing to help and which in turn need our help and cooperation. There are many kinds of help available—materials, help on a specific problem of a child, or on total community problems.

The outline asked, "In what practical ways, during the past year, have you cooperated with other national agencies in work for children?" Nearly every group told of participation in the Midcentury White House Conference on Children and Youth. There were many incidents of joint projects, activities, and conferences.

"What further coordination of efforts for children can you suggest?" This statement may be made in combining the thoughts on future cooperation: It is necessary to develop better understanding, communication, and real cooperation between professional-lay-parent groups. With each focusing on a different aspect, life for children as a whole can be enriched, integrated, and strengthened.

In response to the question, "What special activities for children are you undertaking in relation to the defense period?" the answers implied an awareness of the implications for many of the groups. The work of some agencies is much more directly affected and their programs are reflecting services for family welfare, migratory workers, defense impacted areas, and so forth.

"What plan, if any, do you have for aiding in work for children in other countries?" was another area queried. Some groups provided direct aid to children in war-torn countries. Many publications and materials are being sent or exchanged with other countries. Many groups are international in scope or affiliated with international organizations. Many indicated cooperation in "Conference on International Relations," "World Health Organization of the United Nations," the Point IV Program, "Division of Overseas Information Center" through the State Department, or UNESCO programs. The most common was the sponsoring of fellowships, scholarships, or exchange of people working with children. Also included were consultative services, and interpretation of the U. S. conditions to visitors and students.

There are probably many important listings missing. It may be that some were unable to respond to the questionnaire sent. But a note giving proper title and address of an agency you feel omitted would be appreciated for a future list. Most groups welcome requests for listings of publications and prices.

American Association for Health, Physical Education and Recreation, 1201 16th St., NW, Washington 6, D. C.

Services: Articles on philosophy of teaching, methods, and program materials in the Journal of the A.A.H.P.E.R.; 1951 Yearbook—*Physical Education for Children of Elementary School Age* (available through The Athletic Institute, 209 S. State St., Chicago 4. 50¢). Conferences and convention for teachers in the areas covered by the association.

For information: Write to national office.

American Association of Schools of Social Work, 1 Park Ave., New York 16.

Services: The social work schools and systems in the Association have pointed the way for better services to be given in other countries. Cooperates in bringing representatives to this country to study. Cooperates with Point IV Program—recently sent two prominent social work educators to Columbia, S. A., at request of State Department, to assist in social work education. 1951 annual meeting report "Teaching of Advanced Case Work" (especially treatment of children).

American Association of University Women, 1634 Eye St., NW, Washington 6, D. C.

Purpose: To do "practical work in education"—chiefly one of public relations between educators and public.

Services: Members organize schools for young children as demonstrations when new programs are needed in the community. A branch in Macon, Georgia, recently was successful in initiating a child guidance clinic. The guidance program in the District of Columbia was begun when the local AAUW Branch supplied the salary for the first guidance teacher. Fellowships to bring a large number of teachers from other countries for refresher work and advanced study are sponsored. Many branches sponsor schools in other countries.

Publications: Publications listed in "Childhood Education and Related Fields." Kits of materials on current topics are available on the following topics: *Education in Mobilization, Federal Aid to Education, Federal-State Relations, Family Life, Services for Children, Teacher Recruitment, Mid-century White House Conference.*

For information: Any individual or group may go directly to local branch to ask for support for their work.

American Dental Association, 222 East Superior St., Chicago 11, Illinois.

Services: Produces and distributes dental health aids for use in schools. Encourages and cooperates in studies of dental diseases in children. Cooperates with other agencies in the establishment of dental treatment and preventive services for children. Sponsors National Children's Dental Health Day in communities throughout the country to encourage programs of dental health education and availability of treatment for all children.

Publications: Dental health education material is listed in a folder sent out from the above address. Sample copies of materials may be obtained free of charge; quantity orders are sold at cost.

For information: Help provided is generally through local and state dental societies and through local and state health departments.

The American Dietetic Association, 620 N. Michigan Ave., Chicago 11.

Purpose: Concern for the nutrition of people of all ages.

Services: Cooperated on "Food Problems of Civil Defense."

For information: Contact national office.

American Federation of Teachers, 28 E. Jackson Blvd., Chicago 4.

Services: Improve educational facilities; battle against child labor; oppose use of narcotics; work for elimination of delinquency; supports federal aid to education.

Publications: *American Teacher* (magazine); pamphlets.

For information: Contact local officers of A.F. of T.

American Hearing Society, 817 Fourteenth St., NW, Washington 5, D. C.

Services: Promotes scientific hearing tests (audiometer) in public schools. Promotes follow-up (including medical examination and treatment if necessary) and educational measures such as front seats, lip reading, hearing aids, speech correction, auditory training as indicated. Cooperates in regard to better laws for all handicapped children.

Publications: Most issues of *Hearing News* (magazine) contain at least one article relating to problems of children with hearing loss. A new pamphlet directed to parents and teachers will be distributed through the Society during National Hearing Week, scheduled May 4-10, 1952. Posters and educational literature are being planned.

For information: Individuals are referred to a chapter where there is one in the community. If no chapter, advice is given from national headquarters.

American Home Economics Association. 1600 Twentieth St., NW, Washington, D. C.

Purpose: Improving family living.

Services: Cooperate with other organizations in making available legislative information which deals primarily with children. Develops a program in the Family Relations and Child Development Division. Home Economics college clubs contribute to world friendship among children. Promotes better trained teachers through international scholarships.

For information: Contact local home economics members or national headquarters.

The American National Red Cross, Washington 13, D. C.

Services: (a) Those rendered by adult membership: Home Service, Disaster Service, Nursing Services, and Service Groups. Training provided by Safety Services, Nursing Services, and Service Groups. (b) Those rendered by the youth membership though the American Junior Red Cross: Boys and girls from kindergarten through the 12th grade provide services—make or provide recreational and comfort articles for children in homes and institutions, provide entertainment, and recreation for such institutions. They conduct safety, nutrition, forest fire prevention, and clean-up programs, and render many direct services to their school and community. Pictures drawn and music albums created as a part of their school work are exchanged through school correspondence with boys and girls in schools abroad. They fill gift boxes and chests of school supplies and make soft toys for homeless children. Through the National Children's Fund they maintain some of the aforementioned activities but in times of emergency are able to provide direct, material help to children all over the world. They provide opportunities for self-help through programs of aid to teachers and other adult leaders.

Publications: *American Junior Red Cross Handbook* (Revised 1951); *The American Junior Red Cross News* (magazine for elementary school children); *The American Junior Red Cross Journal* (magazine for secondary school pupils).

For information: Apply to local Red Cross chapter.

The American Legion National Child Welfare Division, P. O. Box 1055, Indianapolis, Indiana.

Services: Direct temporary aid to needy children of veterans of World War I, World War II, and Korea. Sponsorship of legislation. Dissemination of information on children's needs to membership of three million.

Publications: *About Child Welfare Publications* (listing). A special booklet highlighting some child welfare theme is regularly issued in April which is Child Welfare month on the Legion calendar.

For information: Contact Commander of local American Legion Post or President of local American Legion Auxiliary Unit.

American School Health Association, 3335 Main St., Buffalo, New York.

Purpose: Promotes comprehensive and constructive school health programs, including the teaching of health, health services, and healthful school living.

Services: Maintains a cooperative information service for its membership. Inquiries concerning any special problem are referred to members with practical and professional experience.

Publications: *The Journal of School Health.*

American Social Hygiene Association, Inc., 1790 Broadway, New York 19.

Services: Promotes education for family life. Educational consultants conduct institutes for parents, teachers, and leaders. Promotes education on the venereal diseases. Provides information on the need for protective laws, such as premarital, prenatal, and prostitution. Cooperates and provides program materials for many national groups. Steps up educational activities in areas where industrialization will mean greater amount of employment for women or will involve migratory labor.

Publications: *Social Hygiene Pamphlets.*

For information: Contact affiliated state and local Social Hygiene groups or national office.

Anti-Defamation League of B'nai B'rith, 327 S. LaSalle St., Chicago 4.

Services: Prepares human relations materials for teachers and children of all grade levels, including primary grades.

Publications: *Human Relations Guide for Primary Teachers;* reprints of various materials dealing with human relations in the primary grades; films for children such as *To Live Together.* Planning materials for children written by children, films and filmstrips for children, radio series for children of intermediate age.

For information: A local agency can secure help from local offices of ADL. National agencies should write to national office.

Association for Arts in Childhood, Inc., Fisk University, Nashville 8, Tenn.

Publications: Bulletins for adults—"Arts in Childhood" recent ones include *Creative Summer Program, Children's Art Centers, Language Arts for Child Development, and Dramatic Play—A Way of Learning.* New ones coming out—*Creative Movements, Science and Arts for Mutual Aid,* and *Your Share in Arts for Children.* Sponsors magazine for children—*Story Parade.*

For information: Write to Miss Ethel Tyrrell, President, New York Univ., Washington Square East, New York 3; or write to Mrs. Erma Hayden, Editor, Fisk Univ.

Association for Childhood Education International, 1200-15th St., NW, Washington 5, D. C.

Services: Works for the education and well-being of children; promotes desirable conditions, programs, and practices in schools — nursery through elementary; strives to raise the standard of preparation and to encourage continued professional growth of teachers and leaders in this field; cooperates with groups concerned with children in the school, the home, and the community; informs the public of the needs of children and how the school program must be adjusted to fit those needs. Supplies exhibits of educational materials for use in other countries.

Cooperates with other organizations on: securing Consultant on Children's Literature for the Library of Congress; legislative matters directly affecting children; observance of UN Day; preparing a song book for children (with National Council of Churches); plans for providing centers for children of mothers working in defense industries.

Publications: CHILDHOOD EDUCATION (magazine); *Teaching is Exciting; Discipline for Freedom; Continuous Learning; Portfolio on Audio-Visual Materials; What About Phonics?; Portfolio for Kindergarten Teachers; Recommended Equipment and Supplies; Helping Children Grow; Pictures of Children Living and Learning; Helping Children Live and Learn.*

For information: Write ACEI headquarters.

Association for Supervision and Curriculum Development, NEA, 1201-16th St., NW, Washington 6, D. C.

Services: Promotes development of better school programs for children and youth through cooperative effort at national, regional, state, and local levels; works for general improvement of instruction and supervision—the promotion of teacher growth in three major areas: wholesome emotional and mental development, socio-economic understanding and adjustment, and professional competence. Cooperates with departments of the NEA and other organizations in carrying out projects of mutual interest such as conferences. Encourages and reports research. Furnishes information in reply to inquiries.

Publications: *Educational Leadership* (magazine); *Better Than Rating: New Approaches to Appraisal of Teaching Services; Action for Curriculum Improvement,* 1951 Yearbook; *Growing Up in an Anxious Age,* 1952 Yearbook; *Instructional Leadership in Small Schools; Teachers for Today's Schools; List of Outstanding Teaching and Learning Materials; Time and Funds for Curriculum Development.*

For information: Write to national organization.

Boy Scouts of America, 2 Park Ave., New York 16.

Purpose: Character building and citizenship training in boys 8 years old and over.

Services: Through organization work, boys receive training in outdoor living conservation service, a practical health program, safety education, first aid and life saving training, pioneering in community organization, strengthening the nation's basic institutions, leadership training, meeting the emergency, a world wide force for peace, goodwill, and respect among faiths.

Publications: Literature for use in these programs is listed in pamphlets for which you may write.

For information: Contact local organization.

Bureau of Labor Standards, U.S. Department of Labor, Washington, D. C.

Services: Promotes good standards for all workers, thus contributing to family welfare. Serves as a source of information on child labor standards and problems. Promotes national, state, and community action to help get children out of farm jobs during school hours and into schools.

Publications: *Help Get Children Into School and Out of Farm Jobs During School Hours; Give More Rural Children a Chance to Attend School; Migrant Workers Find Better World in Hollandale, Minnesota.*

For information: Secure help through U. S. Dept. of Labor.

Camp Fire Girls, 16 East 48th St., New York 17.

Services: Promotes group work activities under adult volunteer leadership for ages 7-9 as Blue Birds; for 10 and over as Camp Fire Girls. There is a flexible program especially adapted to the needs of various age groups. Training is provided for adult leaders. Membership is open to all girls, regardless of race, creed, national origin, or economic condition. Girls carry on projects such as "Send Santa Over Seas" "Dolls to Foster Friendship" and "Pen Friend" correspondence.

Publications: *The Blue Bird Book; Mary and You*—Developmental Patterns of 7-9 Year Old Girls and Meaning of Group Experiences; Handbook for *Guardians of Camp Fire Girls; Camp Fire's Part in Defense; Camp Fire Girl Service to Handicapped Children;* periodical—*The Camp Fire Girl.*

For information: If there is no local council of Camp Fire Girls write to national headquarters.

Children's Bureau, Social Security Administration, Federal Security Agency, Washington 25, D. C.

Services: (1) research in child life and making the findings of this research available to parents and others responsible for care of children; (2) cooperation with national and international agencies in health and social services for children and youth —informational and consultative services; (3) under the Social Security Act allocates grants in aid and provides advisory services to State health and public welfare departments for material and child health services, services to crippled children, and child welfare services.

Other activities: Encourages and strengthens community planning for children. Assists states and communities to develop day-care services for children of employed women. Develops a training program for specialists from other countries who want to study services for children in the U.S.

Publications: *Infant Care,* new edition; *Your Child From 1 to 6; Your Child From 6 to 12; Children With Impaired Hearing; A Healthy Personality for Your Child,* No. 337; *Better Health For School-Age Children.*

Subjects on which publications are being prepared: residential psychiatric treatment of emotionally disturbed children; vision testing procedures for use in elementary schools; children's teeth; training schools for delinquent youth.

For information: Apply to local or state departments of health, public welfare, or Children's Bureau, FSA, Washington, D. C.

Child Welfare League of America, 24 W. 40th St., New York 18.

Services: Consultation, surveys, research, regional conferences, information service, monthly periodical, and numerous pamphlets—all aimed at constantly improving services to children in need of day care, foster care, and protective services.

Publications: *Child Care Bibliography; Bibliography — Residential Treatment of Emotionally Disturbed Children; Inside the Day Care Center; Guide to Day Care Programs; Statement of Principles and Policies of Public Child Welfare; Salary Trends in Child Welfare Agencies; Child Welfare,* monthly periodical.

For information: Write to League

office. Sometimes referral requests to our local members expedite service desired.

Department of Elementary School Principals, NEA, 1201-16th St., NW, Washington 6, D. C.

Services: Attempts to help elementary principals organize their schools in a more effective manner for the growth of children. Holds regional and national conferences to discuss problems concerning children. Provides field services and has cooperative projects with a number of local and state associations.

Publications: 30th Yearbook—*Elementary School Libraries Today.* Bulletins—*Assemblies in the Elementary School; Transition from Elementary to Junior High School; Summer Activities for Children; Reporting Pupil Progress to Parents; You Are Invited to Help Make National Policies* (a study guide concerning the elementary school principal); *Study Guide Promoting Human Values in the Elementary School.* 31st Yearbook will be *Living and Learning in the Elementary School.*

For information: The Department provides individual help through correspondence and materials to local elementary school principals, teachers, and others.

Department of Rural Education, NEA, 1201-16th St., NW, Washington 6, D. C.

Services: Workshops and publications for rural educators. Works toward further coordination of efforts in the program of education for migrant children.

Publications: *The Child in the Rural Environment,* 1951 Yearbook. Planning a series of instructional briefs on practical aspects of daily classroom procedure.

For information: Contact the office of county superintendent of schools or national organization.

Family Service Association of America, 192 Lexington Ave., New York 16.

Services: Family service agencies are concerned with the well-being and strengthening of family life. Social casework treatment is offered for problems of parent-child interaction, and skilled guidance is given parents. Parents must be involved if any treatment of children is to be successful. May require direct treatment of child by family caseworker. Some agencies offer nursery, foster home placement, or adoption services for children when it is clear that such service is to the best interest of both the child and his family. All family service agencies cooperate with other health and welfare agencies in their communities to secure improved and extended resources such as day-care centers, clinics, playgrounds, and to promote the physical and emotional health of children.

Publications: *Diagnosis and Process in Family Counseling.* Magazine — *Social Casework.* A book to be published on the psychology of latency and adolescence.

For information: Help can be secured from local service agencies throughout the U.S., Canada, and Hawaii. Where none is available write to headquarters.

Girl Scouts of the USA, 155 E. 44th St., New York 17.

Services: Makes available, through membership in the Brownie Scout and Intermediate Girl Scout troops, a program of creative activities, citizenship training, group experience, and opportunities for service. Provides interchange of girls (10 to 20) and adults who work with girls of all ages from different countries; provides for scholarships and International Conferences at National Training School. Girl Scouts send gifts to children overseas through CARE, UNICEF.

Publications: Write for Publication Catalog and Film Catalog.

For information: Contact local Girl Scout Council, nearest national branch office, or national organization.

National Child Labor Committee, 419 Fourth Ave., New York 16.

Services: Promotes (1) improved state child labor laws to remove exemptions which permit employment of young children, particularly in agriculture and street trades; (2) improved compulsory education laws to remove exemptions for employment, lengthen school terms; (3) support for enforcement of provision of federal child labor law prohibiting employment under 16 in agriculture during school hours and for defeat of bills introduced in Congress to repeal or nullify this provision; (4) improved conditions for migrant families. Committee also supports federal aid to public schools.

Publications: *Desirable Standards of Youth Employment; You Can Help; Colorado Tale; Employment of Children and*

Youth at the Mid-Century; The American Child, (magazine).

For information: Write directly to national organization.

National Congress of Colored Parents and Teachers, 123 S. Queen St., Dover, Del.

Services: Promotes parental education program in health, satisfying home living, adequate school education, good community influences, and good human relations. Publishes quarterly magazine—*Our National Family.*

For information: Consult your local group.

National Council of the Churches of Christ in the U.S. of America, Division of Christian Education, 79 E. Adams St., Chicago 3.

Services: Works through and with denominations and councils of churches, guides and stimulates Christian education in the home and in the protestant churches. This includes cooperative work in outlining curriculum, in helping parents and leaders, in stimulating adult interest in children and their needs, and giving guidance to programs of Sunday church schools, vacation church schools, junior camps, and clubs.

Publications: *Aim Your Activities at Christian Teaching; They Asked Me To Teach; What Devotional Books Should Children Have; What Bible Story Books Should Children Have.*

Future publications: *Interpreting Death to Children; Using Records With Small Children; Using Music With Children; Using Pictures; Using Stories.*

For information: Consult city and state councils of churches, county councils of churches, or denominational agencies.

National Council of Jewish Women, Inc., 1 W. 47th St., New York 19.

Services: Services to children vary by locality but many of them include: day-care centers, nurseries, play schools, foster home finding, day camps, big sister projects, and various services to physically handicapped children and institutionalized children such as motor corps, recreation, rheumatic fever detection, speech clinics. In Ship-a-Box program, sections throughout the country send work and play material, some clothing and supplementary food items to established children's groups abroad. Scholarship programs bring Jewish men and women to U.S. for study in social welfare.

For information: Contact national office.

National 4-H Club Foundation, Inc., c/o Extension Service, U.S. Dept. of Agriculture, Washington, D. C.

Services: Serves young people and provides resources, facts, and facilities that will help them prepare for happy and productive living in a changing world. Program includes (1) International Farm Youth Exchange; (2) National 4-H Club Center—training for extension cooperators and staff; (3) Fellowships for advanced training of extension workers; (4) Research related to the developmental needs of rural youth; (5) Citizenship, character building, and leadership training for youth.

For information: Consult local, state, or national groups.

National Education Association, 1201 16th St., NW, Washington 6, D. C.

Services: The NEA program is designed to advance the cause of education and promote the welfare of teachers. It seeks to build public attitudes in behalf of better schools for the nation's children: it seeks to lift the standards of the teaching profession so that the children may benefit by better prepared teachers.

Publications: *NEA Journal; Moral and Spiritual Values in the Public School; Growth and Development; Bicycle Safety in Action; Pupil Patrols.* Plays, pageants, and radio scripts. Tentative topics for new publications: Pupil transportation; socal studies skills; developing democratic human relations.

National Recreation Association, 315 Fourth Ave., New York 10.

Purpose: Dedicated to the proposition "That every child in America shall have a chance to play, and that everybody in America, young and old, shall have an opportunity to find the best and most satisfying use of leisure time."

Services: Issues bulletins and booklets on recreation activities—games, crafts, home play—suitable for recreation leaders of young children. Provides planning service for areas and facilities for recreation; field service to communities with public recreation departments.

Publications: Summer Playground *Evaluation; The Camp Program Book; Planning Recreation for Rural Home and Community; Playground Summer Notebook,* 1952. Monthly magazine, *Recreation.*

For information: Contact national office.

National Society for Crippled Children and Adults, Inc., 11 S. LaSalle St., Chicago.

Services: Program varies by states—includes medical care, surgery, hospitalization, convalescent care, a nationwide cerebral palsy program, special education including nursery school, social service, and other services related to the care and treatment of crippled children.

Publications: *Parents Study Guide; Foundations for Walking; Psychological Problems of Cerebral Palsy; Counseling Mothers of the Cerebral Palsied; Careers in Service to the Handicapped.*

For information: Information or assistance may be secured from the State Society for Crippled Children or from national headquarters.

National Society for the Prevention of Blindness, 1790 Broadway, New York 19.

Services: Promotional activities include prenatal care of prospective mothers; prophylactic treatment of children's eyes at birth; preschool and school eye examination; stimulate school districts to provide facilities for partially seeing children, including preparation of special teachers; improvement of general school environment for sight conservation; prevention of eye accidents at play; study of causes of blindness and partial sight in children; research on a variety of conditions affecting children's sight.

Publications: *Eyes of the Future,* #10; *Crossed Eyes,* #12; *Causes and Prevention of Blindness in Children,* #110; *Eye Accidents in School Children,* #111; *An Eye Health Program for Schools,* #141; *Psychological Study of Partially Seeing and Children with Other Visual Problems,* #142; *Teaching the Partially Seeing Cerebral Palsied,* #143; *Meeting the Needs of Visually Handicapped Preschool Children,* #144; *Vocations for Sight-Saving Class Children,* #145; *Teaching Reading to Partially Seeing Children,* #146; *Classroom Lighting,* #498.

For information: Contact national headquarters.

National Tuberculosis Association, 1790 Broadway, New York 19.

Services: Cooperates and encourages PTA groups, school administrators, nurses, and others to understand and promote a good school health program. Assists in the development of adequate local health units including special programs for maternal and child care. Case-finding programs encouraged.

Publications: *Ways and Means to Health Education,* listing of materials including: *Ways to Keep Well and Happy; Children with Special Health Problems; TB Through the Teens; Building a Better World; Growing Healthfully, Administrators Conference on School Health; The Long Adventure; TB—A Manual for Teachers.* Films, filmstrips, posters, and exhibits are also available.

For information: Local groups should approach local and state tuberculosis associations and make known their needs. Local and state associations may forward requests to national office.

Project in Applied Economics, University of Florida, Gainesville.

Services: Publishes inexpensive pamphlets (write for complete listing). For primary boys and girls the areas are: The Food From Our Land Series; The Smith Family Series; The Chicken Series; Miscellaneous Food Booklets; Booklets on Clothing. For intermediate and secondary boys and girls: Chicken; Miscellaneous Food; Clothing; Community Agencies: Housing and Health; Conservation of Resources.

Society for Research in Child Development, Business Manager of Publications and Treasurer: Thomas W. Richards, Fayerweather Hall, Northwestern University, Evanston, Illinois.

Services: Encourages research, holds conferences, and publishes the results of investigations.

Publications: There are three types of publications issued on a periodic basis: *Child Development; Child Development Monographs;* and *Child Development Abstracts and Bibliography.* Recent monographs include *The Adolescent Period: A*

(*Continued on page* 336)

By EDWARD F. SHEFFIELD

A Community Can . . .

. . . cooperate on a common problem through s agencies. The story of an institute on uild development that spotlighted the pre- hool child for the many community groups ncerned is told by Edward F. Sheffield, gistrar, Carleton College, Ottawa, Canada.

T HAPPENED IN OTTAWA, CANADA, BUT could happen in almost any city of easonable size.

For one program-packed month Ot- wa's Carleton College, the Ottawa ursing School Association, the Nursery raining School of Boston, and the Ca- adian Broadcasting Corporation joined orces to stage an "Institute on Child evelopment" which turned a battery of otlights on the preschool child, illu- inating him for the whole community.

Parents and teachers sat as members f the executive council of the Nursery chool Association when it met one eve- ing in the fall of 1949 to deplore the ck of local opportunity for the in-serv- e training of junior teachers in the ursery schools. Something had to be one about it. A committee was formed ith instructions to see whether com- unity-minded Carleton College could elp by providing at least a series of ctures through its extension depart- ent. The college showed interest and member of its staff joined the commit- e to help worry the idea through.

elp From An Unexpected Source

Meanwhile, the Nursery Training chool of Boston was casting about for pportunities to do a little missionary ork. They wanted a spot into which eir director of student teaching could be fitted for a short-time enriching experience.

An Ottawa graduate of the Boston School, also a member of the Nursery School Association, heard of her alma mater's search, and bore the tidings to the struggling committee. Immediately two and two began to make four.

Could the director of student teaching come to Ottawa for a month? She could. Her school would even pay her salary for that time if expenses could be handled by Ottawa.

Would the college invite her to come, and assume responsibility for administering an institute under her leadership? It would.

This was too good a thing to be monopolized by the nursery school people. The committee began to think of other groups and agencies in town which might take advantage of the program they saw shaping up. As soon as they had the scheme in outline form they invited representatives of sixty other organizations to meet with them to discuss the proposed Institute and modify the draft plan so that it might come as close as possible to serving all who were interested.

Forty came. In addition to the nursery schools, they represented public school kindergartens, public health services, hospitals, day-care centers, foster-care agencies, orphanages, the mothercraft groups, social agency councils, parent-teacher associations, citizen's committees on children, and more. They liked the idea. They suggested improvements. They said they would participate.

Everyone was enthusiastic, and planning went into the detail stage.

Correspondence flew back and forth between Ottawa and Boston. Details were ironed out. In the process, the Institute leader-to-be, hitherto known to only one of the Ottawa group, began to emerge as a person: Martha F. Chandler, erstwhile recreation leader, nursery school director, teacher of nurses, and now teacher of teachers.

A Program To Cover Needs

The program was planned for the month of February 1951, and consisted of three phases:

1. *Four public lectures*, especially for parents, dealing with the development of normal children from infancy through the sixth year: "Early Childhood Development," "The Child in the Family," "The Child in the Neighborhood and School," and "Modern Ways of Working with Children."

2. *A seminar* for people working with children from one to five years of age, and placing emphasis on modern ways of working with children—two two-hour sessions a week for four weeks.

3. *A consultation service:* arrangements could be made for consultation with the Institute leader by groups and individuals—at the college or in their own milieu.

Some weeks before the Institute began, the Canadian Broadcasting Corporation learned of the project and proposed that a series of four radio talks be added for the coast-to-coast network.

Local papers and radio stations gave the Institute wide publicity. Applications for lecture tickets, registrations for the seminar, and requests for consultation service came into the college within a few days of the first public announcement. Capacity crowds heard the lectures; the seminar had to be divided into two sections; many applications for consultation service had to be turned down.

What Were the Outcomes?

Even before the Institute drew to a close, members of the planning committee set about evaluating it. A questionnaire was distributed to all participants, and then analyzed; one committee meeting was devoted to discussion of the leader's impressions; and at a final meeting, three weeks later, the committee added up the score:

- Had it provided a refresher course for trained nursery school workers? Not wholly achieved: throwing the Institute open to the community lessened the opportunity for trained nursery school workers to get what they felt they needed —but they weren't sorry they had done it that way.
- Had it provided training for untrained nursery school workers? A good start made—especially through the seminar.
- Had it provided training for others working with children? Apparently achieved: agencies represented in the seminars included, in addition to private and cooperative nursery schools, public schools, health agencies, day-care centers, Sunday schools, and child welfare agencies.
- Did it offer opportunity for parent education? Parents, who constituted the majority of those attending the public lectures and who, apparently, were predominant in the radio audiences, were most enthusiastic in their replies to the questionnaire and in their letters.
- Did it encourage exchange of experience and opinion among representatives of various child welfare groups? This was a highlight: in the seminars, visiting nurses learned of the problems of kindergarten teachers; nursery school teachers and public school teachers got to know and appreciate each other; welfare workers got new ideas by the dozen.

ense of community approach showed igns of birth.

Did it provide consultation service for hild welfare and education agency staffs hroughout the city? They clamored for he Institute leader's time and used it ffectively. Subtly, she told them about ach other and, in the process, started ew chains of cooperation among them. She listened to their discussion of their roblems, and discovered and documented basic community needs in the reas of child development and welfare.

As they looked back on the project, the lanning committee were satisfied that they could call it a success. What, they then asked themselves, were the factors chiefly responsible for that success? They agreed on four:

—the involvement of many agencies in the planning and conduct of the Institute

—the provision of administrative services by the college

—the marked suitability and qualifications of the Institute leader

—the popularity of the Institute theme.

It was, they agreed, an experiment and an experience in democracy. And it worked! It even paid for itself.

A community can . . .

Public Health Works

By JOHN H. VENABLE

This is an account of an experiment in carrying forward a public health program and an intensive school health program. John H. Venable, M.D., commissioner of health, Spalding-Pike-Lamar Health District, Griffin, Georgia, tells of the important lessons they learned in preparing a community for such a program.

The Spalding-Pike-Lamar Health District, located in central Georgia, has again demonstrated that individuals and communities will change only when they are ready, secure, and motivated for change. The change in this case applies both to a generalized public health program and to an intensive school health program.

For approximately three years, this three-county district has been the location of an intensified school health program, supported by funds from the U. S. Children's Bureau and channeled to this Health Department through the Division of Maternal and Child Health of the Georgia State Department of Public Health.

This experience of cooperative effort involving divisions of the State Health Department, the local Health Department, the schools, the parents, and the community, has pointed up that a mature, educated, and active community can get things done better with specially trained people, if available, but without them if necessary. All of the specialized people in a state, if concentrated in one com-

munity, cannot themselves get things done until that community is ready, willing, and able to participate.

For example, early in the planning for the school program it was decided that a part of the staff should be specialists in the area of mental hygiene, although it was not clear to some in the planning stage whether emphasis should be placed on treatment or education. Inclusion of such a staff in the program was widely publicized among the teachers, but no opportunity was provided for the teachers to participate in the planning or to gain an adequate understanding of the function and service of such a staff. As a consequence we are still hearing teachers say, "I thought I could refer a disciplinary problem to Mental Hygiene and have the child treated and back in school next Monday morning, no longer a problem." Now, after many months of discussion and unhappy experiences, many teachers realize the fallacy of that view and are determining with us ways in which we can secure real help from the Mental Hygiene staff that promise hope for real change in the future.

We Keep on Learning

Some three years after the beginning of the school program and two and one-half years after the employment of a nutritionist, we found one school in which height and weight data were being recorded three times each year, in three different places, by all of the teachers of that faculty. Investigation of this wasteful, unproductive procedure showed that the principal of this school had developed an interest in physical growth and development, and, without discussion with the faculty or with the Health Department, had initiated this practice by an administrative decree. We found that no teacher was using this information for screening purposes or for teaching and that all resented the entire process as an unnecessary and added burden. Recent discussions with these teachers are eliminating repetition of records and allowing teachers, through their participation and personal growth, to use such data in their health instruction and in screening children for physical examinations.

Such experiences are drawn from the many we have had, indicating the futility of well-proven tools in the hands of those who do not understand their use or are not ready to use them wisely.

When the Community is Ready

On the other side of the ledger have been many satisfying experiences in which people have become ready for change. Through their readiness and their participation in planning, with the help of the skills and knowledge of our trained staff, these people have created effective evolution.

For many years milk sanitation in our area has been accompanied by bickering and failure on the part of some of the dairymen to comply with the requirements, except for a short period immediately after inspections. However, a meeting of the dairymen was held in the Health Department last August, when there was a full discussion of what an intensive grading and inspection program would mean in the way of help to them, a cleaner product for the consumer, and an increase in responsibility for them as producers of milk. This discussion led to their decision to undertake such a program with the help of the Health Department and a Mobile Milk Laboratory loaned by the State.

This grading period is being completed at the time of writing. The numerical rating of the Milk Shed has risen from 65 percent to more than 85 percent, and there is evidence of increased pride in the quality of the product. Many im-

provements in equipment and technique have been made and there is a generally improved feeling on all sides that the producers, processors, and Health Department are interested in the same thing. Change has occurred through readiness and participation of all concerned.

Low Interest in Community Health

Community health education has been a major interest of this Department, accentuated by the needs of our School Health Program. Community interests in such programs has been low, especially among the Negro groups, which are also peculiarly hard to approach because of their wide distribution through the city and their lack of clubs, groups, and community organizations.

Last winter the public health nurse, in whose district the Negro high school is situated, became interested in a case-finding program among high school students. Discovery of several cases of a contagious disease caused concern among the teachers, resulting in a request to the public health nurse to help them work out a way to provide more information to parents and children about the prevention of disease.

The nurse brought in the health educator, and after several meetings the faculty brought in Negro community leaders. Eventually a group of twelve to fifteen Negro leaders (including teachers) was working as a Health Education Committee for the Negroes of this city. Discussion lead to the selection of mental hygiene, rather than the original area of interest, in which they would like to begin their activities.

As a result, during the summer at least one outdoor meeting sponsored by this Committee was held in each of the four quarters of the city, at which time a short program of animated movie cartoons was provided for children, followed by a mental hygiene film "Palmour Street" (with all Negro cast). A short introduction of this film by the Psychiatric Social Worker prepared the audience for the film's ending—a voice, "What would you have done?" and the fade-out to a question mark. We believe that more than 1000 people attended the four meetings and there was real indication of interest throughout the entire program. In fact, there was a common feeling of unwillingness to go home after two of these meetings.

As a follow-up, or second round, the film "Preface to a Life" has been shown in one part of town, after which interested members of the audience were invited to a neighboring church for discussion of the film and any questions it may have raised. Some thirty people of all ages accepted this invitation and participated actively in the discussion. In fact, some of the most significant discussion came from teen-age children.

What Will Be Eventual Results?

What the eventual results of this program will be, can only be surmised; but already there is a closer relationship with the Health Department, an awakened interest in health education, and renewed confidence in our ability to provide meaningful experiences for ourselves—again because of readiness for change and participation by teachers and community.

Rat experiments in the schoolroom in which the children periodically weigh and record the weights of "Samson," fed the regular school lunch meal, and "Dopey," fed on candy, crackers and soft drinks, have repeatedly created interest in nutrition and readiness for information and change in dietary habits.

Many other illustrations of failure for lack of readiness and understanding and many other successes where readiness

and understanding were the important factors in change could be chronicled.

More and more specialized people are coming to work as members of Health Department staffs, but this number will never be sufficient to assume the responsibility for all of the services a community needs in the area of health. Not only are there not enough well-trained people, but few communities could afford to employ them if they were available. The attitudes, changing habits, motivations, and interests necessary to support and nourish community health must be present in individuals of a community to permit the full use of the specialized personnel which is available.

Public Health becomes a reality when teachers and community are educated for it because that community has come to know what the specialist has to offer, what the individuals in the community must and will do to meet their own needs, and in what ways its members can help plan and participate in the change.

People do not change easily, but must both be motivated for that change and also possess the necessary information to foster and shape the changing process for themselves. When people do change, become more mature, and have better insight into their own and into community needs, the change becomes infectious and spreads in ever-widening ways to become a part of the community which can never be lost.

Puerto Rico Can . . .

By VERNA L. DIECKMAN

. . . demonstrate how cooperation of community groups raises standards of living. Verna L. Dieckman, now associate professor of education, Wayne University, Detroit, Michigan, was a research assistant with the Survey Staff from Teachers College, Columbia, which made an educational survey in Puerto Rico in 1948. Miss Dieckman makes grateful acknowledgement to Mercedes Merchand of the Department of Education of Puerto Rico for summarizing recent development in the "Community Problems" project.

THE ISLAND OF PUERTO RICO PRESENTS a community of people eager to improve the quality of living for young and old alike. Listing governmental, religious, civic, and educational agencies devoting time and effort on that problem would be too lengthy to include in an article that would be readable. The success of their efforts, however, is evidenced by the housing developments, the work opportunities, the health services, the sanitation measures, and the educational advancement that is taking place on a fast moving and broadening scale. This success is due, largely, to the willingness of the people to help and be helped. Puerto Ricans are a most cooperative group in the interests of their improved welfare.

This is Puerto Rico

Puerto Rico is a tropical island bounded by the Atlantic Ocean to the

orth and the Caribbean Sea to the south. ts east-west dimension is 113 miles and he average north-south dimension is bout 41 miles, or about the size of Long sland. It is about 900 miles east of uba and 1400 miles southeast of New ork. With planes in constant use we nd people coming to and leaving Puerto ico at all hours of the day. It is only seven hour trip from New York and a our hour trip from Miami.

The average yearly temperature is 76 legrees and there is little variation from eason to season. Two mountain ranges, ising approximately 4000 feet above ea level, cross the island from east to vest. Their influence on distribution of ainfall is greater than on variation in emperature.

Agriculture has long been the prinipal industry but much of the soil is of ow productive value. The total area of he island is approximately 3500 square niles, but it supports a population now stimated at nearly two and a fourth nillion inhabitants. This means a denity of nearly 650 persons per square nile, as compared with 47 persons per quare mile in the United States. The birth rate on this island is one of the ighest in the world. Seventy-five percent of all families live on annual incomes of $1000 or less and 44 percent live on ncomes under $500.

It is in this vast group that we find housing, sanitation, health, and nutrition difficulties. The whole economy of the sland has been analyzed so that responsibilities for needed change can be assumed by those who are in the strategic positions to effect basic change. However, the people themselves must be ready for the "better living" they desire. Religious beliefs, values, and personal pride must be respected. Living is what goes on in the minds and hearts of people as they face the complexities of daily existence. A way of life must be in accord with one's total personality. It can never be imposed without injury to personal integrity.

Puerto Rican leaders are conscious of the problems that exist and of the democratic approach that is needed to bring about more effective living for this and future generations. They look upon education as the means of releasing and nurturing the great potentialities of their people. There is implicit faith in education throughout the island, and the sincerity of purpose exemplified in the untiring efforts of school teachers in Puerto Rico is deserving of that confidence. Teachers are aware of existing human needs and are intent to do everything in their power to improve living for both children and adults. Their efforts are not confined to classrooms, and much fine work is initiated by teachers in improving home and family living and in delving into community problems.

The people of Puerto Rico elect their own governor and he reflects their faith in education through the support that he has been giving to educational endeavors. The Commissioner of Education and his capable corps of field and service units are constantly finding new ways of assisting the teachers at the grass roots. One outstanding project has been the community problem study that has been going on over a period of ten years.

Community Problems in Curriculum

In the year 1941 the teaching of "Community Problems" was introduced in the public schools of Puerto Rico. This program takes the place of elementary science, health education, and social studies. "Community Problems" is taught in grades one to six of the elementary school and in the seventh and eighth grades of the Rural Junior High School. It is based on the philosophy that the

fundamental aim of the school is to guide pupils in the solution of their own problems and those of their community. To emphasize the functional value of the work, the problems of the child and his community are set as the point of departure. The purpose is to help the child to be conscious of the problems and to meet the need of solving them. When the problem is one of a social nature affecting him as a member of the group, the solution requires joint action. This affords a feeling of civic responsibility and leads to the greater effectiveness of our representative government and to utilization of resources.

The organization of the "Community Problems" program is based on broad areas of human experiences. It assumes as its basic aim the continuous improvement of the quality of individual growth and group living. The major areas of living considered in the development of this program are:

Improving Health
Educating for Economic Efficiency
Encouraging Creative and Aesthetic Living
Developing Social Effectiveness
Increasing Skills of Communication and Problem Solving
Developing Values

To maintain learning sequence the program is based on progressive levels of child development. Centers of interest are suggested for each grade level as:

Grade I The School and the Home
Grade II The Immediate Community
Grade III The Puerto Rican Community
Grade IV Influence of the Natural Environment on the Life of Man
Grade V Influence of Science in our Daily Life
Grade VI Cultural Heritage and Interdependence
Grade VII and VIII (of the rural zones) Rural Life in Puerto Rico

The series of grade emphases for the first six grades represent a progressive enlargement of the horizon of the child, beginning with the home and radiating outward to include the world. The following resource units are typical of those prepared: from the first grade units such as "Personal Hygiene" and the "Food We Should Eat;" the sixth grade studies "Nutritive Values of Our Diet," "The Development of Communities," "Industrial Development in Puerto Rico" and others; and the eighth grade (Rural Zone) includes "Rural Electrification," "Labor Relations," "Scientific Information About Common Diseases" and "Influence of Housing Conditions in the Life of Our Rural People."

These newspapers have been prepared and distributed by the Insular Department of Education. A translation of *Community Problems Newspaper,* Issue No. 25 for third grade, will give an idea of the suggested types of experiences:

Home Cleanliness
- A. Reasons for Cleaning the Home
- B. Harmful Dust
- C. Home Cleanliness as a Task for All
- D. Children as Participants
- E. Satisfactions in Living in a Clean Home

Why We Can't Produce Certain Foods
- A. Foods or Products for Which Our Island is Not Suited
- B. Foods We Could Grow But Do Not
- C. Possibilities of Increasing Our Meat Supply

(A variety of content is provided in other experiences in the newspaper but not included here.)

The school paper, *Problemas de la Comunidad,* (Community Problems) was published during past years by subject matter specialists of the Insular Department of Education. About eighty numbers of this paper were issued and they provided useful information for teachers and students. Later, material intended for the pupil's use was published in the principal Puerto Rican daily papers. At present, the Department of

Education is publishing a weekly paper, *Escuela,* with material to be used in the different aspects of school work.

Ongoing Revision

At the present time the "Community Problems" program is being revised to satisfy urgent needs of teachers and pupils. A new edition of each of the units will be published. These units will be greatly elaborated and will contain up-to-date references and resources. More teacher participation will go into their preparation. The proposed recommendations for such revision as stated in Institute of Field Studies, *Public Education and the Future of Puerto Rico,* Bureau of Publications, Teachers College, Columbia University, New York, 1950, include:

Giving clear-cut suggestions for as much pupil activity as possible.

Increasing the proportion of suggestions having to do with organization and communication of ideas.

Increasing the proportion of suggestions for useful action in solving the problem under study.

Giving much more detailed help on how to carry out suggested activities so that experiences will be meaningful and integrating in character.

Teachers are helped to understand that these materials give general guidance, but that the important thing is what happens to each personality involved. The understanding of growth and child development in terms of individuality; the needs, interests, and concerns of each child in his climate of living; the significance of community problems in the immediate situation; the many and varied personalities impinging on human relationships within the group are also vital elements in programs aimed at more effective living. When schools, homes, and various agencies cooperate in analyzing problems, assuming responsibilities, evaluating means as well as ends, and in respecting the unique integrity of individuals, there can be unlimited progress toward better living for all. Puerto Rico is determined to make that progress and deserves watching in her valiant efforts.

Ventures in Inter-Community Cooperation

By ROYCE S. PITKIN

Inter-community cooperation does not come easily in an area steeped in traditional pride of individual towns, but in the Upper Winooski Valley, Vermont, they are finding ways of working on common concerns. Royce S. Pitkin, president, Goddard College, Plainfield, Vermont, tells of ways the cooperation began, difficulties they have encountered, and successes that are beginning to come their way.

ONE SATURDAY IN THE SUMMER OF 1950 about 1200 persons assembled on the Goddard College campus to attend the first annual Upper Winooski Fair. This event was something new in the life of the Valley, not because it was a fair, not because it was on the college campus, and not because there were 1200 persons there. It was new because it was the

first major event planned and executed by people from all six towns comprising the Upper Winooski Valley. Sponsored by the Upper Winooski Development Association to focus attention of the people on the resources of the Valley, the fair involved more than 400 persons in its preparation.

These 400 persons were scattered over 6 townships (towns in Vermont), an area of about 200 square miles, embracing 14 small villages and hundreds of farms, and having a population of about 5000. Many of them were not known to one another and many of them became acquainted as they worked on the fair.

This is Our Valley

The Upper Winooski Valley is a moderately prosperous dairy farming area. About 60 percent of the land is wooded, though the annual harvest of timber is low. Three of the towns lie in the main valley of the Winooski and the other three on one of its tributaries. Industries of the area include small saw mills and woodworking shops, a textile mill, a creamery, stores, and tourist cabins. A considerable number of people find employment in the granite and other industries of Barre and in Montpelier, capital of the state. These cities are about 15 miles from the center of the Upper Winooski area. It is to them that the people of the Valley go for much of their shopping and most of their commercial entertainment.

Dependence of so many persons on Barre and Montpelier for employment and of even larger numbers for services tends to lessen attachment to the communities in the Valley. At the same time there is among us a strong consciousness of town, a persistent town pride, and deep devotion to the tradition of local government and control. This concern for town sovereignty finds expression whenever the public schools are discussed, when secondary highways come in for comment, when taxes are mentioned, and when a church program is planned. It is because of the preeminence of the town as a unit of political, and to a lesser extent, social organization that school children living in the town of Marshfield but nearer the Plainfield school are required to pass through Plainfield village to attend the school in Marshfield village seven miles away.

It is this pre-occupation with town affairs that limits our horizons and makes it difficult for us to see just how our problems are related to those of the folks living in the next town. It isn't that we are hostile to our neighbors. As a matter of fact, we are likely to be very friendly with them once we get acquainted. We are simply following the customs of years by dealing with education, church organization, recreation, and fire protection within village and town lines.

The Upper Winooski Fair, repeated in 1951, has shown us that there are common goals and that there can be common endeavor to attain these goals. This is a feeling that has been developing for a decade. It has been fostered by the Upper Winooski Development Association and by the Upper Winooski Valley Community School Association.

It Began Like This

The Community School Association was an outcome of a farm study club started in 1943 by Merton Lyndes and Evalyn Bates. Mr. Lyndes was a public spirited, progressively minded farmer born and raised in the Valley. Except for a few years in his early twenties he lived his entire life in the area. Having great faith in the value of education and deep devotion to the welfare of the community, he urged his neighbors to form

Courtesy, The New York Times

Thinking with others in a friendly, constructive way.

study clubs. Though the response was not unfavorable, there was hesitancy in getting started because no one felt qualified to lead the discussions. Finally Mr. Lyndes teamed up with Evalyn Bates, then a student majoring in adult education at Goddard College. Wanting some direct experience in her field of study, Miss Bates acted as group leader.

Meeting Sunday evenings twice a month in their homes, twenty persons from twelve families studied and discussed subjects ranging from local taxation to standards of living in countries around the world. Attendance has fluctuated over the years, membership in the group has changed, meetings have been discontinued for periods of varying length, but the Marshfield-Plainfield study club is still going.

Schools—A Subject for Discussion

It was inevitable that the study club should discuss schools. Every member had keen recollections of his own school days, most of the families had children either enrolled in schools or nearly ready to enroll, and every person was familiar with the complaint that school taxes were terribly high. The meetings of an entire winter were devoted to a study of the kind of schools the study club members wanted and how they could be had. At first it was difficult for the members to think of schools that were much different from those they had attended, but as the discussions proceeded horizons were widened and new concepts of education were developed. By the time the year's study was completed every member of the club was eager to have a different kind of school for his children and his community. The idea of a school genuinely related to the life of a community and providing opportunities for children to grow and learn in a healthy manner had become not only highly desirable but seemed capable of realization.

It also became evident to the group that a considerable amount of school reorganization would have to take place before there could be established an educational system equal to its job. It looked as if most of the one-room schools should give way to an elementary school for each town and the three small high schools (enrollment from 25 to 60) should be succeeded by a community

high school serving the six towns of the Upper Winooski Valley. Only by cooperation on the part of the six towns could a really satisfactory school program be financed.

Discussion Led to Action

So enthusiastic were the study club members about the community school idea that they decided others ought to be invited to discuss it. Invitations to join in an area-wide discussion were extended to everybody in the Valley. The response was such that an Upper Winooski Community School Association was formed in 1946 to "promote interest in and understanding of community schools and to work with appropriate agencies and persons for the establishment and maintenance of such schools." A special purpose of the Association was "to work for a community high school for the Upper Winooski Valley."

Enthusiasm for a community high school serving the six towns was by no means universal. Opposition popped up all along the line. School officials, school board members, taxpayers voiced their skepticism or outright objections. Appeals were made to local pride, the virtues of retaining control in the small towns were cited, the advantages of very small schools near at hand were proclaimed. Devotion to individual towns was so strong it became apparent fairly early that the Community School Association would have to take a long time to reach its goal. Instead of a program lasting several months, it became a program requiring several years of meetings, studies, and discussions. Each year brings new support and more interest in the idea.

New Problems to be Solved

Having become accustomed to thinking in terms of a group of towns in connection with schools, it was easy for members of the study group and some others to think about solving other problems on an area basis. When in the winter of 1949 the College asked people of the Valley to hear representatives of the State Development Commission talk about community problems, 70 persons came one evening for supper and discussion. A year later the Upper Winooski Development Association was organized to "further develop the resources of the Upper Winooski Valley as it comprises the towns of Cabot, Marshfield, Plainfield, Woodbury, Calais, and East Montpelier."

The achievements of the Association have not been spectacular. People who have hitherto seen things chiefly from the point of view of one town have found themselves thinking with those from other towns in a friendly and constructive way about common concerns. Individuals strongly opposed to an area high school have worked enthusiastically on such undertakings as the fair, a maple sugar festival, and the collection of historical materials relating to life in the Valley. Committees of the Association made up of members from each town have been formed on forests, ponds, streams, art, crafts, and recreation. Each committee meeting has been an occasion for thinking about interests, resources, and problems common to the people in all of the towns in the Upper Winooski Valley.

Need for Summer Recreation Program

When the directors of the Association were planning for the 1951 fair, they realized that Jane Yamamoto, who had served as volunteer executive secretary, was in Italy and would not be at hand to care for details as she had the year before. As no other volunteer was available, they cast about for another solution.

Could the job be combined with another? Someone remembered the sug-

Courtesy, The New York Times

A summer recreation program insures favorable conditions for growth.

gestion made several months earlier by the Reverend Harry Lindley, pastor of the Methodist churches in Plainfield and Adamant. He had observed that once the schools closed in June the children of the area were suddenly presented with a lot of free time and with almost no help in making good use of it.

It was Mr. Lindley's contention that there is a need for a program of supervised recreation in the summer months that will insure as favorable conditions for the growth of children as the good school. To provide this kind of a program he had proposed in the fall of 1950 that the Upper Winooski Development Association undertake to raise funds and engage a director of recreation to serve the six towns.

Though the Association had endorsed the idea, no action was taken on it until it occurred to the directors that they might get an area-wide recreation program started by employing someone to serve as recreation director and executive secretary for the fair. This meant getting financial support from the communities for the recreation aspects and making the fair yield enough return to cover the other part of the costs.

The directors secured the services of Mary King, a student majoring in recreation at Goddard College, for the summer and the program was started. By devoting half of her time until August 4 to the fair and the remainder to recreation, Miss King succeeded in setting up activities for children in three communities, each of which is about ten miles from the others. With the help of her jeep she was able to hop from one center to the other and thus to lay what is hoped will be the foundation for a continuing and expanding program for children in the Upper Winooski Valley.

Of the three towns that were able on a month's notice to make arrangements for play programs and to contribute toward the recreation director's salary, two were towns in which there are small high schools and where there had been strong opposition to an area high school. This seems to suggest that where a program of inter-town cooperation does not threaten the continuation of an existing institution it is more likely to receive support. It further suggests that if cooperation cannot be readily secured in such an extensive and well-recognized function as public education, it may be desirable to try cooperation in other fields.

By MAMIE HEINZ

When to School?

Many questions have come to ACEI Information Service during recent months concerning first-grade entrance age. Consequently questionnaires were sent to state departments of education, to state ACE presidents, and to some teachers working with first-grade children. The replies were used in preparation of this article by Mamie Heinz, associate secretary, Association for Childhood Education International.

"WHEN CAN I GO TO SCHOOL?" EAGERLY asked a four-year-old. "When is a child ready for school?" is a question that concerns many people. The kind of school, the experiences offered there, the teacher, the child, the home—these and other factors influence the answer.

First Days at School

Jimmie had looked forward to his first day in school. Expectantly he came. When he walked into his room, there were many boys and girls about his size and age. Jimmie had never seen that many children together. For awhile he just looked. Then he walked up to his teacher and said "I'll go home now and come back when there are not so many children here."

Many boys and girls are faced with the same problem as Jimmie. They come from sheltered homes and from friendly neighborhoods into large school buildings and crowded schoolrooms.

At what age do they embark on this big adventure? The entrance age to school varies from state to state—often counties and cities within a state—according to a recent survey. The majority of states having a stated entrance age for kindergarten permit children at the age of four years eight months, four years ten months, and five years to enter kindergarten. The first grade entrance age varies from five years three months to six years of age, the majority allowing children to enter first grade at five years eight months. (Note: First grade entrance age: fifteen states, 5-8; seven states, 5-9; six states, 5-10; six states, 6; one state, 5-7; one state has a range from 5-3 to 6; two states, not under 5).

Even though schools are already crowded, some state legislatures are extending downward the permitted entrance age.

Children of four, five, and six need group experiences under wise guidance in an environment that fosters growth. They need to begin their adventures with others in groups small enough that the individual may be known as a person and may learn to know others as persons. They need space where they can move freely. It isn't easy to come from home-living into the restricted area of a schoolroom—this area that must be shared with many others. This school-home should be large enough for the child's business of play for that is how he learns. He is becoming acquainted with his world, is meeting his own problems and solving them, and is learning to know and work with other human beings.

What Will His School Provide?

As a part of public education, some school systems include kindergartens in

the total school program. However, in many states, cities, and counties children begin their school experiences in the first grade. Too often people think of the first grade as the place to begin formal learning in reading, writing, and arithmetic. Somehow the child is supposed to change almost overnight into a person ready for academic learning. Many a first grader comes to school expecting to open a book and begin to read. Many a parent feels the child is "just playing" until he brings home a book which he can read. Some children come expectantly; others are worried over what they should know as they come.

What do we provide for these young children to keep life interesting and challenging? Up to now their learning has been functional—learning what was interesting, immediately needed, and used. Life has consisted of activity, exploration, adventure, much of which has been self-initiated. Now will they spend most of their time sitting, waiting, and following someone else's planning? Their bodies and minds demand activity.

They will need reading, writing, and arithmetic as tools for their living but not all of them are ready to use these tools. Much time and effort are spent on trying to master subject matter before readiness for that learning is present. But one does not idly wait for readiness nor prepare for readiness through drill. There are problems to solve, business to care for, friends to know, new worlds to explore. There is much to talk about, so many things to share. Some schools are providing the kind of school-home where this interesting living can go on.

Approximately one hundred teachers and administrators from school systems in many states have helped to tell of first-grade children living eagerly and adventurously in school. This living takes place in old school buildings as well as in new ones. It is experienced in spite of crowded conditions when teachers, administrators, and parents know children and have strong convictions that challenging living must be provided for them. It is surprising what one teacher can do if he understands his children, has faith in them, and joy in living with them.

Experiences in First Grade

Many teachers told of opportunities offered for active play and work experiences such as the following:

A work period begins the school day. Materials available are blocks, paints (both tempera and finger), clay, workbench, tools and wood, library books, housekeeping equipment, large doll furniture, wheel toys, puzzles, costume box, games, ladders, barrels. One teacher says the children are free to carry on "work time" jobs while others may be reading or doing other group work. A limited amount of noise seldom disturbs the children. In such a room there is no time for mere "busy" work. Each activity has real meaning and value.

Another tells of centers of interest in the room. Children help set these up. They choose their own play or work, help to plan what can be done, and assume leadership for their group play.

Housekeeping corners provide opportunity for dramatic play. Here as well as in other activities the teacher gets an understanding of his children he can obtain in no other way.

From one teacher comes the comment, "I used to think first graders were too young to accept responsibilities in the schoolroom. Now I find they can do the things they themselves plan. These group activities can go on even with large groups for the children themselves help."

There are opportunities for storytell-

ing and relating experiences. Dramatizing stories is one of the favorite activities. Children plan their own parties, prepare cookies, entertain their guests.

They handle many books. The bookmobile in rural communities and libraries in towns and cities help to supplement books owned by the school or lent by children.

Newspapers are written, highlighting interesting events. Stories are created and often illustrated. The children's rich experiences are recorded.

Music plays an important role in the joy of school living. Children create their own songs and also express themselves in rhythmic movements. Parents contribute their musical talents. In many schoolrooms the piano may be used by the children for free experimentation. Noise instruments are also available for manipulation but as one teacher says in capital letters—NO RHYTHM BAND.

Experiences Out-of-Doors

Interesting activities also go on out-of-doors. There is no time for the old recess when crowds gather on the school yard with nothing to do. One teacher tells of the play out-of-doors that is often a continuation of some activities indoors. Boxes become big boats with a captain, seamen, and passengers. Wagons with ladders become fire engines. Big blocks encourage building while on climbing equipment new heights are reached.

Neighborhoods are explored. Visits are made to homes to see pets. In rural areas the school bus makes these visits possible. The library, fire station, lumberyard, dairy farm, park, church, and many other interesting places widen the horizons. Train trips were among the many excursions mentioned.

Science Experiences

Children who find sympathetic understanding continue to explore and to satisfy curiosity. In and out of the schoolroom there are many opportunities not only to collect facts about science but to be interested in the environment, to wonder why, to find out some of the why's and how's. And the more the child discovers, the more eager he is to go on with his search. Pets are enjoyed in school and at home. Walks afford the chance to notice seasonal changes, to collect seeds and stones, to recognize birds. Simple experiments as heating water, watching evaporation may be planned. Popping corn may be a real adventure.

What, No Reading?

We need to consider *What is reading?*

On one first grade door appeared the sign "WATCH THIS DOOR." Those in the room across the hall replied by a sign appearing on their door "WE ARE SO EXCITED. WHAT ARE YOU GOING TO DO?" Various signs appeared and finally on the first grade door was the announcement of a "HAT SHOP." The entire school became interested and stopped to read the signs on all doors.

One teacher states, "We put no pressure on our children to read. We help each one to be an independent thinker and worker." Another says, "Each child begins formal reading as he shows interest and ability to use books. He selects from the many sets of books made available. Any grouping occurs as children show desire to share together. No grouping is permanent."

Some of these children who are growing in such enriched environments are reading many books by the end of the first year. The teachers who wrote of their experiences did not seem alarmed over those not yet really reading books. Some said the second-grade teachers accept the child where he is and continue the adventurous living. It takes a longer

ne for some individuals to acquire rtain learnings. Other teachers told of e primary unit where teachers keep the me group for at least two years. One ys that the child is placed in his chron gical group but has opportunities for tivities which further development.

ow Do Parents Accept Such Plans?

One testimony: "I try to gain con lence of the parents very early. In ugust I send them a letter explaining my nvictions regarding the child's year the first grade. At the same time I nd a letter to the child, inviting him school and to bring something to share th us as flowers or a favorite book. rly in September when the parents are t to become concerned about the chil en not getting 'book learning,' I send bulletin on reading and the young ild—a bulletin I write. This is fol wed by parents' meetings and confer ces. Results: very gratifying. Parents el more secure when they have had a ance to think over what we are doing. ey are learning the value of experience d the need for readiness in all learn g. They become familiar with school d begin to take part in activities." No ogram can succeed without the cooper ion of all concerned.

re All Teachers Ready?

One administrator states, "There are proximately sixty-five first grades der my supervision. These teachers e moving at different rates toward more tivities in the first grade and less em nasis on formal reading from books rly in the first year."

Another says that teachers as a group e conservative and feel insecure when ked to teach in a way with which they e unfamiliar. Teachers need to be will g to experiment. As with all learning, ey need to start where they are. Those who are ready to change need to be encouraged. One brings out the thought that it is more important *how* things are done than *what* is done, that learning must take place in a friendly atmosphere of guidance by an understanding person.

The School-Home

The school-home is described by one person as a lovely place for teacher and children to live together. They plan together, evaluate, share. There are opportunities for self-expression and self-discipline for all. There is no tension in this classroom. In such a school-home a group situation exists where every child may develop his potentialities.

When Shall School Experience Begin?

Perhaps the question of school entrance age is a relative one. The answer may depend upon the study of several other problems. It will be influenced by what teachers, parents, and others in the community think is good living and learning for children. It will involve administrative procedures. The willingness of the community to provide adequate school facilities for these learning experiences enters into the question. The most important problem to solve is how to provide for all children in school those opportunities for growth that are needed at each level of development.

Fortunate are those children who have good group experiences early. The nursery school and kindergarten can provide good group situations. So can all the school grades. Whenever the child does enter school, it is important that he is understood as a person, that he has the experiences that will help him to develop, and that the school and home work together to provide for him the wholesome living he needs.

Reprints of this article are available from the Association for Childhood Education International, 1200 15th St., N.W., Washington 5, D. C. 5c each.

Over the Editor's Desk

You Are Invited To Attend— CHILDHOOD EDUCATION belongs to its readers. It should be an expression of them. As you read this early in March, plans for the 1952-53 issues are well underway. The members of the Editorial Board met in Boston, February 12, in connection with the ASCD Conference. Ideas for next year's issues of CHILDHOOD EDUCATION were discussed and a skeleton outline began to take form.

But there is much that needs to be done and we need the help of all of you. We hope that those of you who will be participating in the ACEI Study Conference in Philadelphia will save the hours of 10 to 12 the morning of April 14 for the open meeting of the Editorial Board. We need you and your ideas. Remember you represent many readers, who feel as you do, but who cannot be present.

Where Do the Articles Come From? As the preceding section indicates, the issues of CHILDHOOD EDUCATION are planned for the year by the Editorial Board representing you.

During these sessions suggestions are made as to the type of articles wanted and possible contributors. (This is another reason for wanting representation from all parts of this country and from other countries.)

But one of the questions most often asked is, "Do you ever use unsolicited manuscripts?" The answer is yes, we use a few during the year because we have released space in some issues. Occasionally we are unable to secure someone to write on a specific topic that was planned.

Some of the articles in this year's issues that you have commented on so highly have been those we chose from unsolicited manuscripts. We feel that they extended the spirit of the month's topic. I call them the "inspirational" ones because I don't believe they could have been written to order but rather flowed out of an urge to share a satisfying experience. "Groping May Be Growing," "Nice Day After All" by teachers and "Left-Footed" by a parent were in this group.

The symposium in the February issue came partially from manuscripts that had been sent to us. They seemed to tell the story well of working as a team in school.

So you see we do like to read your manu scripts. If we feel that your manuscript wi fit into the coming year's plans, we will as you to let us hold it for six to nine months– or until the plans for the year are in the la definite stages. We will also tell you tha since the Association for Childhood Educatio International is a non-profit organization does not pay for any contributions to it publications.

News from Japan We would like to share wit you a portion of a letter fro Alice Miel, former Editoria Board chairman, who is working in Japa with workshop groups at two universities o the training of elementary consultants:

"You all seem so far away and so do storm and strains somehow. Everyone here is in dustrious but not hectic. I wish you coul have seen the quiet patient way they wer about repairing and rebuilding their littl homes after the recent typhoon—much dam age to be seen when we took our hour's driv commuting along the Inland Sea to Hiroshim Monday morning. When we returned tha night hardly a fallen tree was to be seen. . . The 38 men and one woman with whom work are a joy—full of fun and communica ing a lot with smiles, well-informed and reall committed to education for democracy. Thei discussion pattern is very different but I'm learning to wait my turn, which comes la so they won't be too dependent upon me! . . This is a beautiful part of Japan. Just bein in Hiroshima and seeing the spirit of th people, the courage with which they have re built their city and dedicated it to peace is privilege. We eat lunch every day at th Atom Bomb Casualty. Center so have learne about the research they are carrying on an see the lovely young mothers in their beaut ful kimonos bringing their sweet babies to b examined as part of the study."

Closing Comments From the November issue of th magazine *Childhood*, publishe in Johannesburg, Union of Sout Africa; we gleaned this item. A column ide tified their editorial staff with pertinent com ments and after the editor's name: "Send co tributions to . . . No responsibility accepte but everything read with interest—and hope.

1952 ACEI Study Conference

Members of the Philadelphia ACE are busy with their preparations for the 1952 ACEI study conference to be held in Philadelphia, April 14-18. The chairman of this committee is Isabel C. Kelley, principal of the A. Henry School; co-chairman, John B. Taulane, district superintendent; corresponding secretary, Mary E. Coleman, University of Pennsylvania; recording secretary, Ruth D. Tomlinson, Churchville, Pennsylvania; treasurer, Virginia H. Sheller, Logan School; ex-officio, Clare Dewsnap, Germantown Friends School. These people, with many others who are members of special committees, are planning and working so that the experiences of the conference week may be long remembered by all registrants.

Isabel C. Kelley

A Day with the Children: The committee on school visiting, Adele Rudolph, chairman, has arranged that one hundred twenty-four centers will be open to registrants on April 15. These are listed under the following:

Schools for the Under-Six-Year-Olds
Schools with Kindergarten and Grades One to Six
Schools for the Handicapped
In the Museums: with Children and their Teachers

The purpose of this "Day with the Children" is for observers to receive help in analyzing their own situations, improving conditions for the children in their own communities, and participating in study and work groups of the conference. In the discussions that will follow the morning of observation, observers will be helped to understand the backgrounds of the children, the immediate and long-time objectives of the school and some of the problems involved. Both local teachers and observers will participate in the discussion that will be led jointly by the school principal and a chairman invited by the ACEI executive board.

Excursions: The committee on excursions, Esther Tackrah, chairman, is preparing to supply each registrant with accurate information on interesting places to visit and how to reach them. This material will be available to registrants through the ACE hostesses who will be on duty April 13 in all hotels listed in the information folder. Materials on excursions will also be available at the registration desk at Convention Hall on Monday, April 14, the opening day of the conference. All excursions will be "self-conducted." Some excursions listed are:

Bus trips for Monday afternoon: Valley Forge, Longwood Gardens, Fairmount Park

A walk through colonial Philadelphia: Independence Square, Carpenters Hall, Betsy Ross House, Elfreth's Alley (the oldest street in the U.S.)

Visits to colonial churches, art galleries, and museums.

NEWS and REVIEWS

News HERE and THERE . . .

By MARY E. LEEPER

New ACE Branches

Framingham Teachers College Association for Childhood Education, Massachusetts

Chickasha Association for Childhood Education, Oklahoma

Retirement

Lovisa Wagoner, after two decades of service, retired in June 1951 from her position as professor of child development at Mills College, Oakland, California. Before coming to Mills College in 1931, she taught in the public schools of Seattle and Everett, Washington; the University of Wyoming; Iowa State College; and Vassar.

Miss Wagoner is author of several publications on the development of young children. The most recent one, written in collaboration with Jane Castellanos, is *Observation of Young Children.*

The Northern California Association for Nursery Education, because of Miss Wagoner's leadership and work in the child development field, has established in Miss Wagoner's name a Scholarship Loan Fund.

In her new home on Puget Sound in Washington she has begun research for a text on nursery education. She also plans to make a special study of the development of science in children's literature.

Miss Wagoner is an active member of ACEI and is well-known to ACEI members in this and other countries. She has contributed articles to CHILDHOOD EDUCATION, helped with study conferences, and served as vice president representing nursery education during 1937-1939.

Maude C. Stewart

On October 19, 1951, Maude C. Stewart died in Syracuse, New York. Before her retirement fifteen years ago, Miss Stewart was director of kindergartens in the public schools of Syracuse. She initiated kindergarten training classes in the early days and supervised that department in the Syracuse City Normal School for many years.

Miss Stewart is remembered for her enthusiasm for life, her enjoyment of family and friends, and her deep interest in her church and other community organizations. Many nieces and nephews with their children joined with her in celebrating her 80th birthday last summer.

Miss Stewart was a life member of ACEI and an ardent worker in the local group named in her honor, the Maude C. Stewart ACE.

UNESCO Conference

The third National Conference of the United States National Commission for UNESCO was held January 27-31 at Hunter College in New York City. The aim of this conference was to increase both the understanding and the support of international efforts for peace and welfare. The accomplishments, programs, and problems of the UN and the Specialized Agencies were presented through general meetings, exhibits, and publications.

ACEI was represented at this meeting by the president, Helen Bertermann, of Cincinnati, Ohio, and by two members of the Washington headquarters staff, Mamie Heinz and Mary Leeper.

NANE Elects Officers

On January 1, 1952 the National Association for Nursery Education announced the following new officers:

President: Millie Almy, Associate Professor of Child Development, University of Cincinnati, Cincinnati, Ohio

First Vice President: Evelyn Beyer, Director of Pre-school Activities at the Rochester Child Health Institute, Rochester, Minnesota

Second Vice President: Mary Alice Mallum, Consultant for the Child Care Program, California State Department of Education, Los Angeles, California

Secretary-treasurer: Theodora B. Reeve, Associate Education Supervisor in the Bureau of Child Development and Parent Education, New York State Education Department, Albany, New York.

Study of Exceptional Children

The Office of Education, FSA, will make a study this year of the qualifications and preparation of those needed to teach the nation's nearly five million school-age exceptional children. The study has been made possible

y a grant of $25,000 from the Association or the Aid of Crippled Children.

Chief emphases of the study will be upon ne qualifications of teachers of exceptional hildren and the curricula of colleges offering ourses for such teachers. The study will be irected by Romaine Mackie, specialist, chools for Physically Handicapped. Progress eports and publications presenting study ndings will be issued from time to time uring the year.

nnual Meeting of AHEA

The 1952 annual meeting of the American lome Economics Association will take place n Atlantic City, New Jersey, June 24-27.

About 3,000 home economists will discuss neir role in strengthening the fundamental alues in family life, with particular reference o the ethical and spiritual values, the worth f the individual, and the impact of present conomic and social pressures on the family. nformation may be secured from AHEA eadquarters, 1600 20th Street, N. W., Washngton 6, D. C.

ew Headquarters Building for I. I. E.

Early in March, the Institute of Internaonal Education moves into its new and perhanent world headquarters at 857 Fifth Avenue, New York City. This building was the ormer George Jay Gould mansion and is one f the few remaining landmarks of the city.

It is hoped that a new working internaonal education center can be established here nd that the Institute can render greater servce to the cause of world understanding. lans are being developed for new programs or the exchange of persons in all walks of fe—business men, newspaper men, labor aders, farm youth, public officials.

In addition to providing office space for he Institute's New York staff, the house will e a center for conferences of representatives f American colleges and universities, private rganizations, and government agencies now ctive in the exchange field.

The new house will also be used for orienation courses for arriving foreign students, nd as a meeting place for the American ommittees which help select United States udents for Fulbright and other grants for udy abroad.

argest Classroom in the World

Western Reserve University announces that he two courses for university credit started on television recently have met with a response far beyond expectation. By the end of the first week telecourse enrollment reached 386, coming in from a 70-mile radius of the city. "College on Channel Five" is proving a most successful educational innovation.

Figures show that the greatest percentage of the telecourse students are housewives and that the course on introductory psychology is more popular than the one on comparative European literature.

Mothers of children are particularly enthusiastic over the idea of education by television. One mother said, "This solves the problem of studying and watching my four-year-old son at the same time."

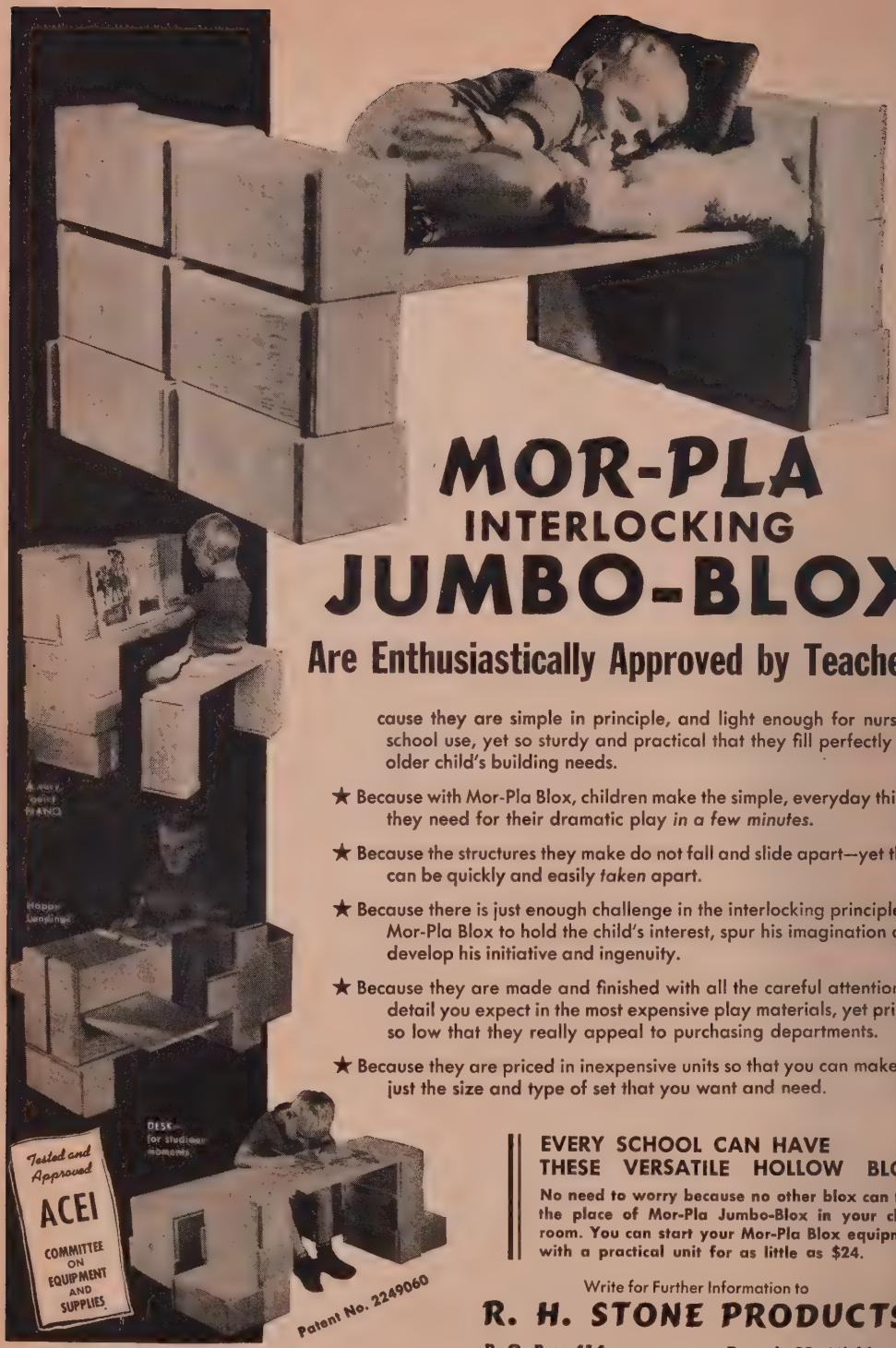
A maximum of visual material is worked into the lectures. The classroom setting is simulated by a set featuring reversible bookcases which turn into blackboards and a desk that opens into a lab table. Backstage assistance by students is accepted as laboratory work in television and dramatic arts courses. An estimated 30,000 viewers are watching television at this time of the morning, according to the local station. This makes the telecourse audience the largest classroom in the world.

Great Britain and Children's Films

An organization known as the Children's Film Foundation has been set up for the production of films for young people. The president of the Foundation is J. Arthur Rank, well-known British film producer. The director of the work is Mary Field, a producer of children's films. It is expected that producers, exhibitors, and distributors will contribute between them an annual sum of sixty thousand pounds ($170,000) to finance the work of the Foundation which is a collective undertaking of the entire British film industry.

New School of the Air for Australian Children

A new school of the air has been opened for the benefit of lonely children in the Northern territory of Australia. With its base at Alice Springs, the new school enables children, some of whom live hundreds of miles away, to ask their teacher questions and to receive an immediate answer. Both pupil and teacher use radios operated with power generated by a pedal arrangement, like a bicycle. Some one hundred twenty-five such wirelesses are now linked with the school's base.



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ooks for Children . . .

Editor, LELAND B. JACOBS

oes the community as an educative influe make a strong impact upon children? thorities believe so.

o many writers of books for children w this truth? Indeed they do.

o elementary-school libraries need books t are graphically rooted in community set-gs? Surely.

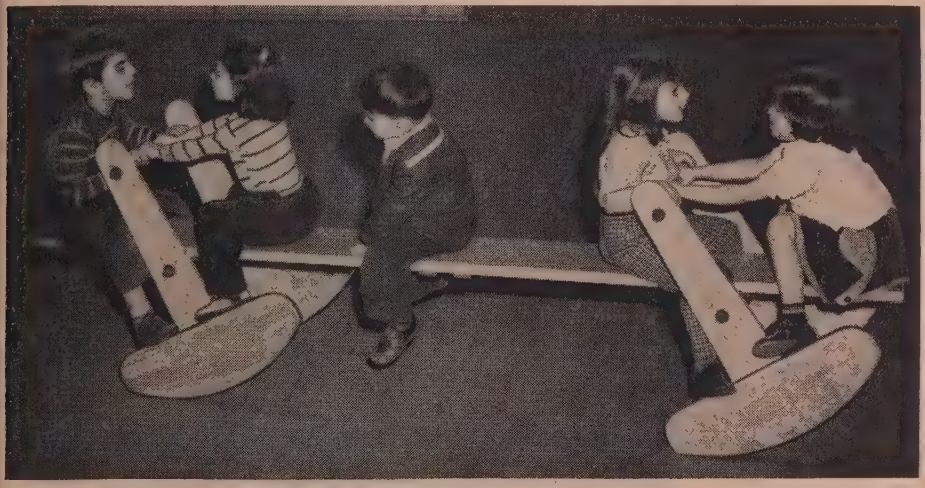
re there available fine books that show ldren involved in community living? Oh, . Many.

L-OF-A-KIND-FAMILY. *By Sydney Tayor. Illustrated by Helen John. Chicago: Wilcox and Follett Co., 1255 S. Wabash, 951. Pp. 192. $2.75.* In this easy-to-read k, five little girls who lived in a small flat New York's East Side found life secure, sfying, and even rich in spite of the fact t money was very scarce. They learned to ke the most of their experiences at home, at school, at the library, and in the city streets. Of course everything did not always run smoothly for or among the five sisters, but they were taught by Mama and Papa to take problems in stride, along with the comforts and delights of a well-managed home.

Sydney Taylor has warm-heartedly written out of her own childhood, convincingly too for the most part. The ending of the book seems somewhat patently contrived. But probably readers in the later-elementary grades will generously forgive that, since so much of the narrative is genuine in its interpretation of fine family relationships.

LOST IN THE ZOO. *By Berta and Elmer Hader. Illustrated by the authors. New York: Macmillan Co., 60 Fifth Ave., 1951. Pp. 33. $2.50.* The Haders are among American children's favorite picture-book makers. Their latest book is the adventure of young John Henry William who went to the zoo with his sister. Had he not followed some pigeons and wandered away—lost—there would have been no story. But he did,

(*Continued on page* 328)



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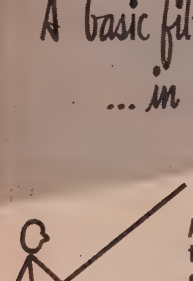
Then and Now in the United States

A basic filmstrip program ... in Color



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by Clarence W. Sorensen

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Each strip is a useful teaching instrument by itself, correlating history and geography with other fields of knowledge which contribute to the child's understanding of the people, the resources, the problems, and the interrelationships of a region.

Mr. Sorensen is one of the authors of the geography series.

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Books for Children . . .

(*Continued from page* 327)

and the quest of his sister, the guards, and the policemen all over the zoo make one important part of the text. How J.H.W. found himself is the high point of amusement in this well-knit story.

The pictures in this book are delightful. The artists show the zoo and its interesting sights with pictorial fullness. More than this they simultaneously keep the quest for John Henry William in focus. Thus the young reader comprehends both the charm of visiting a zoo and the magnitude of the problem of finding a lost little boy in so vast and diverse a situation.

One feels sure that teachers in the primary grades will have no difficulty persuading children to take this book from the library table. One look at the title and frontispiece and children will demand to know all about John Henry William and his sister.

YALLER-EYE. *By Thelma Harrington Bell. Illustrated by Corydon Bell. New York: Viking Press, 18 East 48th St., 1951. Pp. 87. $2.* In a cabin in the Carolina Mountains lived Randy Reed who had a pet cat, Yaller-Eye. The cat was a good hunting cat and a capable ratter until accidentally she lost a paw in a ground-hog trap. Then Daddy Reed, impatient with a pet that isn't useful, decided they should get rid of Yaller-Eye. How Randy mustered enough aid to keep his cat is the problem of the Bell's beautifully made book.

In content and illustration *Yaller-Eye* is a sympathetic portrayal of mountain living. It is a vivid "see-off" of rich regionalism for children in the middle grades, unmarred by condescension, stereotyping, provincialism. In fine story telling the Bells have understandingly viewed the Reed family's tussle with problems and have shown, neighbor-like, a kinship with Randy and his family which the reader quickly catches and enjoys.

KINNERY CAMP. *By Charlotte Baker. Illustrated by the author. New York: David McKay Co., Inc., 225 Park Ave., 1951. Pp. 215. $2.50.* A lumber camp in the deep Oregon woods is the setting of this story. The cook, a widow, brings her two young sons to this camp. The owner of the

(*Continued on page* 334)

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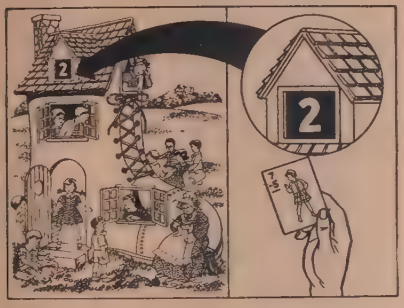
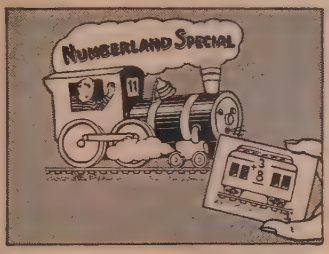


They are perfect for classroom drill, individual or team competitive practice at school or at home.

OLD-WOMAN-IN-THE-SHOE

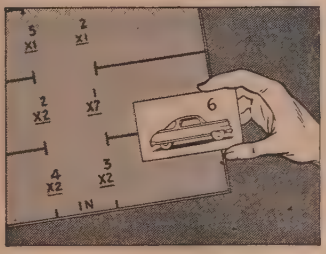
Helps *1st* and *2nd grade* pupils *MASTER* 64 *addition* and 64 *subtraction* combination facts up through the tens. The teacher shows the pupils the picture of the "Shoe" and asks them to find which children live with the OLD WOMAN IN THE SHOE. They do this by selecting the cards with combinations whose answers are the same as the number shown in the window of the shoe. The number in the shoe can be changed. Self-checking feature on the reverse side of each card.

No. 230. Complete with 9" x 12" illustration of shoe, 128 combination cards and instructions. *$1.00*



NUMBERLAND SPECIAL

This is similar in principle to the Old-Woman-in-the Shoe but is for pupils in the *2nd, 3rd* and *4th grades.* The object is to find which cars go with the locomotive of the NUMBERLAND SPECIAL train. The separate train cars contain *addition* and *subtraction* facts up through sums of 18. Self-checking feature on reverse side of cars. *No. 231.* Complete with 9" x 12" locomotive picture card. 72 combination cards and instructions *$1.50.*



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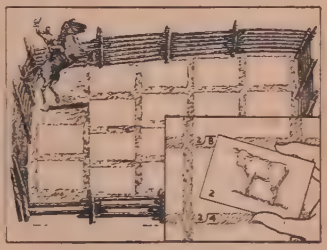
For *4th, 5th* and *6th grades.* Puts interest in practice. Aids mastery of 100 *multiplication* combinations. Consists of 5 parking lots, graded in difficulty, each with spaces for 20 cars. Each space has a multiplication combination. Pupils are given automobile cards bearing the products of the multiplication facts on the parking lot. Object is to park cars in correct spaces by matching product combination. Self-checking feature on reverse side of cars. *No. 232.* Complete with 5 parking lots, 100 automobile cards and instructions *$1.50.*

ROUND-UP

"*Division practice* is fun!"—say *intermediate grade* pupils when they are taught with this interest-stimulating aid. ROUND-UP consists of 5 corrals (graded in difficulty, each with spaces for 18 calves) and 90 flash cards, each bearing a picture of a calf and a division quotient. Students help round up calves by matching the numbers on the calf cards with the division combinations in the spaces in the corral. Self-checking feature on reverse side of calves. *No. 233.* Complete with 5 corrals, 90 calf cards and instructions *$1.50.*



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Editors, WINIFRED E. BAIN
and MARIE T. COTTER

PROCEEDINGS OF THE MID-CENTURY WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH. *Edward A. Richards, General Editor. Raleigh, N. C.: Health Publications Institute, Inc., 216 N. Dawson St., 1951. Pp. 363. $4.* Six thousand representatives of the American people discussing the well-being, the growth toward healthy personality, of children! This book is a strikingly successful digest of their deliberations. Doctors, social workers, teachers, clergymen, lawyers, parents, young people, and specialists in every field of service concerned with children deliberated in small cross-section groups, pooled their findings and together constructed a "Pledge to Children" and "Platform of Recommendations."

For teachers, the *Proceedings* is a book of reference containing a brief account of up-to-date thinking in many fields. From the table of contents you can pick out the subjects in which you are interested. They may be Benjamin Spock's address on "What We Know About the Development of Healthy Personalities in Children:" Allison Davis' on Socio-economic Influences on Children's Learning;" or Lois Meek Stolz' on "The Effect of Mobilization and War on Children," or any of the other selected addresses and technical papers. Or you may find your interest lies in the summaries of the small group discussions on "Infancy and Early Childhood," "Childhood," or on "Pre-adolescence." Perhaps the findings of the group which considered the furthering of healthy personality development through the "School," "The Family," or the "Church and Synagogue" will seem important to you.

How a community can assess itself in relation to its services for children and plan its growth through democratic leadership can also be found among the discussion group summaries.

Three themes seem to me to stand out throughout the volume. The first is, of course, the theme of the conference "for every child a fair chance for a healthy personality." The second is the importance of true cooperation of the different professions with each other and with parents, cooperation which involves clearer understanding of each other's roles and contributions. The third is the need for local action on a broad community basis. Taken together with the pre-conference volume called the *Fact Finding Report,* the *Proceedings* constitute a mine of information and a challenge to all citizens of the United States. —*Reviewed by* ABIGAIL A. ELIOT, *director Nursery Training School of Boston.*

CHILDHOOD AND SOCIETY. *By Erik H. Erikson. New York: W. W. Norton and Co., Inc. 101 Fifth Ave., 1951. Pp. 397. $4.75.* In the foreword of his book, Erik H. Erikson very ably states his own point of view: "Psychoanalysis today is implementing the study of the ego, the core of the individual. It is shifting its emphasis from the concentrated study of the conditions which blunt and distort the individual ego to the study of the ego's roots in social organization. This we try to understand not in order to offer a rash cure to a rashly diagnosed society, but in order first to complete the blueprint of our method. In this sense, this is a psychoanalytic book on the relation of the ego to society."

The author brings to the reader a rich background of wide psychoanalytic experience coupled with a convincing understanding of both anthropology and history. The book emphasizes the impact of cultural patterns emanating from long historical backgrounds of societies, on attitudes toward children and their "training." Case histories of people within various cultures are used to describe and analyze the effects of these cultural patterns on the ego development of the child.

Although one may find the author a little wordy, the volume is well worth the time spent reading it. The chapter "The Eight Stages of Man" will be referred to time and again by all those who are concerned with the development of children.—*Reviewed by* ADELAIDE MCALPIN CASE, *Wheelock College, Boston.*

ACTION FOR CURRICULUM IMPROVEMENT. *By the Association for Supervision and Curriculum Development of the NEA. 1951 Yearbook. Washington, D. C.: The Association, 1201 16th St., N. W., 1951. Pp. 246. $3.50.* This 1951 yearbook is a compilation of the experiences and best thinking of hundreds of ASCD members. Walter A. Anderson and William E. Young, co-chairmen of the yearbook committee, have

upervised the writing. The keynote found in ie first paragraph of the preface is: "This ook is the action story of pupils, teachers, upervisors, administrators, parents, and other itizens working together for better educaonal programs and better communities. It resents the forward-looking principles and ractices of curriculum improvement now beig developed in American schools. The book eals also with the 'growing edges'—the rontiers of curriculum planning and imrovement in a complex and changing world. t provides a realistic assessment of curriculum mprovement in action and a look ahead."

According to the yearbook, curriculum work s now conceived as being concerned with imroving experiences of learners. This applies o teachers and children alike. Curricula vill change only as those doing the teaching hange. Teachers who have thought of teachng as a process of imparting knowledge need ielp in getting a clearer concept of child ievelopment.

Many examples show how different commuities have made it possible for teachers to levelop broader understandings. In some ases the teachers themselves have brought

(*Continued on page* 335)

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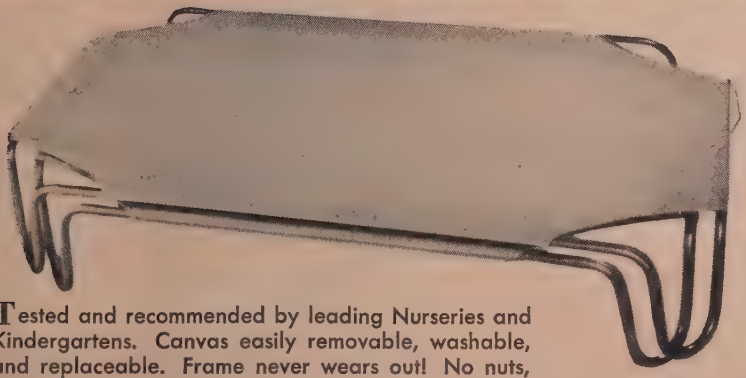

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Films Seen and Liked . . .

ACEI FILM REVIEW CENTERS

THEN AND NOW IN THE UNITED STATES. *Produced by Silver Burdett Co., 45 E. 17th St., New York 3. 1951. Color. $7.50 each, $36 for set of six. Clarence Sorenson, educational collaborator. Primary through junior high.* The series of six filmstrips shows the growth of our nation in these regions: (1) Then and Now in New England, (2) Then and Now Along the Main Street of the East, (3) Then and Now in the Appalachian Mountains, (4) Then and Now on the Great Lakes Waterway, (5) Then and Now in the Corn Belt, (6) Then and Now in the Midwest Dairy Lands.

Emphasis is placed on the factors which cause people to settle in certain areas, to maintain certain patterns of living in those areas, and to influence railroad routes. The graphic material in presenting how these things affect our present way of life helps each child understand the community of which he is a part.

The intermediate through junior high grades will find them an excellent source of information for study on the growth of the nation with correlation in literature, art, and science. The printed material is simple and direct. Of particular value is the brief summary at the end of each strip. The material offers excellent possibilities for language arts in the primary grades.—*Reviewed by* RUTH TOMLINSON, *North Atlantic Film Review Center.*

THE SOLAR SYSTEM. *Produced by Coronet Films, Coronet Bldg., Chicago. 1951. Black and white, $45; color $90. Sound. 10 min. For intermediate, junior and senior high, and adults. John G. Read, associate professor of science education, Boston University, educational consultant.* Two boys perform experiments with the assistance of the instructor in order to answer questions on the size and distance to various planets. The technique of asking questions and working out answers is excellent.

The information includes names of planets, their relative size, distances from the sun, and the forces at work in the solar system. A scale model of the solar system is used to visualize

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e immensity of distances between the respec- e planets and the sun. The relationship of e planets to each other, their orbits, and ghlights about gravitational attraction, light, d heat are also included.—*Great Lakes Film eview Center.*

ULTIPLICATION IS EASY. *Produced by Coronet Films, Coronet Building, 65 E. South Water St., Chicago, Illinois. 1951. Sound. Black and white, $50; color, $100. F. Lynwood Wren, Peabody College for Teachers, consultant.* Through centering l problems in the operation of a toy library, ildren have an opportunity of seeing multi- lication function in a situation real to them. The emphasis that it is fun to multiply is od. Of value also are the concepts of two- gured numbers as being composed of tens d units; and of multiplication as being a ort method of adding.—*Great Plains Film eview Center.*

LEMENTARY SOCIAL STUDIES. *Pro- duced by Encyclopedia Britannica Films Inc., 1150 Wilmette Ave., Wilmette, Ill. Sound. Black and white. Each 11 min. $50 each. Rental $2.50.* "Children of hina," 1940; "Japanese Children," 1941; "French Children," 1948; "English Children," 1949; "Spanish Children," 1949; "Italian Children," 1950; "Norwegian Children," 1950. Designed to give a broad scope of normal family life in various countries, these films begin with the child's home, picture his interests and responsibilities, take him to the city where produce of farm is marketed and show some of the typical occupations of the country. Films show present-day situations. They are built around activities of children—foods they eat, games they play, trips they take. The films show middle class, rural families which are perhaps most typical of countries mentioned above. Lack of mechanization of farming provides an interesting contrast to methods used on American farms.

Emphasis on family life and responsibilities of children toward family are important concepts. Each country has its natural setting. The pattern of living is not stereotyped. The accent of the commentator adds interest to film.—*Great Plains Film Review Center.*

Editor's Note: The Audio-Visual Department of the Denver Public Schools previewed these films. Although not published in 1951-52, the ACEI Film Review Committee there was impressed with the series and made the foregoing review. We have published reviews of some of the films independently but thought the over-all picture worth presenting.

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Books for Children . . .

(*Continued from page* 328)

logging camp thinks it is no place for kids, but Jeff and Joe finally prove to Boss Kinnery that just the opposite is true. In the proving, the boys learn much about the big trees, the animals of the forest, the lumbering industry, and the men who fell the giant pines.

The author brings the logging camp of a generation ago alive sympathetically and well. The flavor of the story is as savory as the fine meals that the mother cooks. The thread of the story is as robust as the men who brought the lumber out of the woods. The spirit of the story is dignified and calm, like the deep woods itself. This is material to the taste of children in the later-elementary grades.

JUST LIKE DAVID. *By Marguerite De Angeli. Illustrated by the author. New York: Doubleday and Co., 575 Madison Ave., 1951. Pp. 121. $2.50.* Jeffrey found it difficult to be the second oldest child. More than most anything else, he wanted to be able to do what his older brother did. Then the family decided to move from Pennsylvania to Ohio, and while David was loathe to leave the old home, Jeffrey found the new venture promising. The new home site offered wonderful explorations as well as a chance for Jeffrey to go to school, and thus start on his way to being "Just Like David."

There is a warmth of human understanding in this account of a family's moving from one home to another—an account which is enriched by graphic details concerning sights and places geographical and historical. The content of the book makes one wish for more pictures done in full color than are included. However, the usual De Angeli charm in drawing is bountifully in evidence. The mapping which the author has done for the end papers is just right for seven- to nine-year-olds.

Just Like David is certainly not one of Marguerite De Angeli's most notable contributions to children's literature. On the other hand, it is a book that seems to have come from a closeness to the writer's deep feelings for real children and thus has a wholesomeness of appeal that is praiseworthy.

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ooks for Teachers

(*Continued from page* 331)

is about, while in others leadership has come om curriculum consultants, supervisors, and ministrators. The committee feels that lay rsons, parents, and others have much to fer in the way of suggestions and support. ildren, teachers, supervisors, administrators, d parents must all have a part in a dynamic rriculum development program.

While there is nothing startling or new in is book, the recorded experiences give it a gor and life unusual in many publications curriculum development. The approach is fferent and challenging.

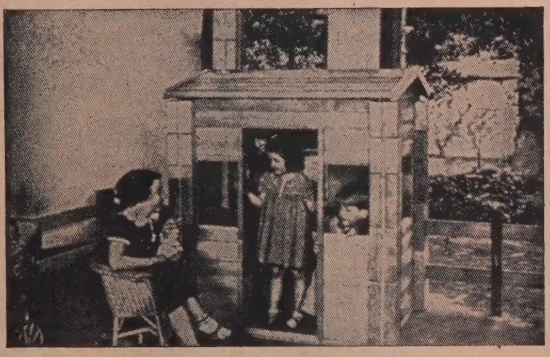
It will be of interest to all who are con- rned in a realistic approach to curriculum velopment—to those who feel that there is uch to be done if we are to do as well for ildren "as we know."—*Reviewed by* BLAND URCKHARTT, *Wheelock College, Boston.*

HEALTH OBSERVATION OF SCHOOL CHILDREN. *By George M. Wheatley and Grace T. Hallock. New York: McGraw-Hill Book Co., Inc., 330 W. 42nd St., 1951. Pp. 491. $4.75.* The author's own subtle is about the best over-all description of a book which offers a well-organized and complete picture of the health needs of children: "A Guide for Helping Teachers and Others to Observe and Understand the School Child in Health and Illness."

The material is organized to present a view of the child as a whole. Details of his growth, thoughts and feelings, actions and reactions are followed by information on the many parts and functions of the body and bodily processes as they operate in good health and illness. The latter half of the book is detailed, thorough, and medically accurate without the overuse of difficult medical terminology.

Suggestions for activities to be carried out by teachers and schools round out each unit under discussion. For those who would use the book as a text there are tests accompanying each section. The authors have included many photographs and a complete bibliography.

While teachers and administrators will find this most useful primarily as a source of reference, frequent consultation of it should bring greater understanding of children's needs and more intelligent cooperation by parents and teachers for children's welfare. —*Reviewed by* LAYHA SANFORD, *kindergarten teacher, Great Neck, Long Island, N. Y.*



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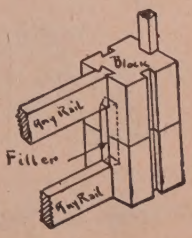

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What Agencies Are Available?

(*Continued from page* 304)

Pictorial Atlas and *The Adolescent Period A Graphic Atlas.* Available on a subscription basis.

For information: Contact national headquarters.

U. S. Office of Education, FSA, Elementary Section, Washington 25, D. C.

Services: Provides information about education in U. S.; works with educators at all levels to improve the opportunities and quality of education for children; stimulates national organizations to focus their activities on major problems in elementary education. Provides for conferences such as "Leaders in Elementary Education." Participates in international educational programs. Many of these programs bring teachers and other educational leaders to the U. S. or send specialists for consultation.

Publications: *How Children Learn About Human Rights,* 1951 #9; *How Children Use Arithmetic,* 1951 #7; *How Children Learn to Think,* 1951 #10; *Teacher Contribute to Child Health,* 1951 #8; *Education of Visually Handicapped Children* 1951 #17; *Culloden Improves Its Curriculum,* 1951 #2; *Where Children Live Affect Curriculum,* 1950 #7; *School Lunch and Nutrition Education,* 1951 #14.

For information: Contact U. S. Office of Education, Washington 25, D. C.

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Publications: *The Volta Review* (magazine).

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